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ABSTRACT

The teacher's manual on programed language instruction for trainable mentally handicapped children consists of curriculum of basic level vocabulary and teaching methods of small group instruction, reinforcement techniques, and specific learning principles. Distinctive features of the program are said to be: controlled language statements and questions designed to limit the stimuli to which the child responds; provision for child response at motor level, in addition to vocal level; direct, tutorial instruction; controlled learning environment; use of immediate, positive reinforcement techniques; analysis of learning tasks; pretest-teach-posttest sequence; teaching to a specified criterion; specification of prerequisite skills; and programing for the classroom teacher. Manual guidelines consist of four major areas. First, detailed guidelines instruct the teacher on programing himself for the highly structured curriculum. The second section on prerequisite behaviors for language instruction and the third section on vocabulary meaning and usage include model lesson plans. A master word list and a materials list comprise the fourth section and are the basis for the language curriculum and teaching methods presented. (For related programed instruction guidelines, see EC 040 485-6, 040 540-1.) (CB)

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SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM

Experimental Edition

PART II

SYSTEMATIC LANGUAGE INSTRUCTION

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SYSTEMATIC LANGUAGE INSTRUCTION ERRATA

Page	Line	Reads	Should Read
30	Bottom square	BALL Post P	BALL Pre P
52	6	quite	quiet
74	13	Pretest A	Posttest A
116	Reinforcement Procedure- Stages 7, 8, 9		Reinforce and repeat task request using another object and the appropriate classmate's name. Pass Criterion: 3/4 consecutive correct responses of the appropriate classmate's name.
	3,8,15	Stage 5,	Stage 6,
	2 from bottom	BALL? TELL ME.	BALL?
134	3	3	4
135	Teaching Procedure (just prior to Stage 4)		(Add Stage 3A. Instructions to teacher are as follows:) Repeat Stage 3, adding 2 little glasses slightly to the rear of the tray.
	Teaching Procedure- Stage 4	Add 1 little box slightly to the rear of the tray used in Stage 3.	Use a tray containing 4 big boxes.
136	Teaching Procedure- Stage 6	Add 1 little box slightly to the rear of the tray of Stage 5, and say,	Repeat Stage 5, adding 2 little boxes slightly to the rear of the tray.
142	Stage 5.	Task Request	Terminal Behavior for wet washcloths
148	7 from bottom	words in Stages 3, 4, 6, and 7.	words.
192	9	me, want cookie."	me, cookie."
229	Correction Procedure- Stage 10		Use the appropriate Correction Procedure.

Page	Line	Reads	Should Read
262	Column 4-		
	Line 8	Bathroom	Bathroom
	Line 13	Living Room	Living Room
263	Column 2-	Recreation	Recreation
	Line 5		
270	2	Englemann	Engelmann
	4	O.I. Lovaas	I.O. Lovaas
235-260	Master Word List Column 1 (Classification)	-----	(Add the following page references:)

	Level I	Level II	Level III	Level IV
PREREQ. BEHAVIORS	46	66	--	--
OBJECTS-BODY PARTS	109	109	109	109
OBJECTS	77/106	77/106	77/106	77/106
ADJECTIVES	133	140	133/140/144	133/140/155/149
ADVERBS	--	--	202	208
PREPOSITIONS	--	164	164	164
POSSESSIVE PRON.	170	176	176	--
OBJECTIVE PRON.	--	180	--	--
SUBJECTIVE PRON.	--	192	192	--
ACTIONS-INTRANS.	126	126	126	126
ACTIONS-TRANS.	129	129	129	129

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SECTION ONE

PROGRAMMING YOURSELF

AS A

SYSTEMATIC LANGUAGE INSTRUCTOR

CHAPTER I

INTRODUCTION

The purpose of this curriculum is to increase the level of language function in children who are classified as retarded. (See Teacher-Parent Guide, page 1, for a description of the behavioral repertoires of the children comprising our "target population.")

The language curriculum has two components: (a) content, and (b) procedures which are required to teach the content. The content may be described as a lexicon or vocabulary, at the most basic level. The procedures employ systematic small-group instruction, reinforcement techniques, and specific learning principles to increase the child's acquisition of labels and general language usage.

Distinctive Features of the Program

This systematic language curriculum represents a fundamental change in programming for retarded children. There are several distinctive features of this approach, including:

Controlled Language Statements

The child responds to a few carefully chosen questions and requests, e.g., "Touch a ____," "Show me ____." As the child's language proficiency increases, he is introduced to higher level questions and requests, e.g., "Is this a ____?" and "Where is the ____?" These controlled language statements and questions limit the stimuli to which the child responds.

Provision for Child Response at a Motor Level

Some retarded children may not respond vocally to "What is this?" but may be able to identify the object when it is presented to them. This identification may be tested by the teacher's requesting that the child "Touch a ball." The appropriate motor response indicates that the child does, in fact, "know what a ball is." Instruction can proceed when the child demonstrates the ability to make motor responses to the teacher's task requests.

Direct, Tutorial Instruction

The teacher and child face each other in small-group instruction. Instruction may begin in a one-to-one situation. When specific criteria are met, the size of the group may increase to include most or all members of the class.

A Controlled Learning Environment

Close contact between teacher and child enables the teacher to attend to, and control, the behavior of the child in the teaching-learning situation.

Use of Reinforcement Techniques

The powerful effects of immediate reinforcement have been firmly established. The controlled instructional environment enables the teacher to provide immediate, positive reinforcement when the child makes a correct response.

Analysis of Learning Tasks

The lessons have been task analyzed and programmed to take the child from the most basic level of instruction through the terminal behavior of the lesson in a series of small steps which increase the probability that the child will learn with an absolute minimum of errors.

A Pretest-Teach-Posttest Sequence

Each child is pretested to determine whether he is a candidate for instruction on any given lesson. Those children who do not pass the pretest are instructed and then posttested to determine that they have learned the lesson.

Teaching to Criterion

A criterion is specified for each stage of the lesson in addition to the posttest stage. This criterion is usually three consecutive correct responses in a set of four trials. Only when the child meets the criterion for a given stage does he move on to the more complex next stage.

Specification of Prerequisite Skills

Children may fail to meet a criterion for many reasons. Teachers do not teach a given lesson unless the children have learned those behaviors identified as prerequisite to learning that specific skill. When this is done, and when conditions of instruction are controlled to insure that the child is responding only to the concept intended, alternative explanations for failure on a specific lesson are eliminated.

Programming (for) the Classroom Teacher

The systematic language curriculum requires specific skills from the classroom teacher. The teacher must be able to: (a) administer stages

of the pretest-teach-posttest sequence correctly, and (b) use reinforcement techniques appropriately, in order to conduct a language session.

To assist the teacher in attaining these skills, material follows which tells the teacher "How to" perform specific tasks. Further, the lessons are programmed in a "Do this" form. These materials and the controlled, repetitive manner of presentation should enable a teacher to "program" herself for instruction in a very short period of time.

A Caveat

The materials which follow have been programmed so that once the teacher has learned the appropriate reinforcement and correction procedures, instruction can be carried out simply by following the specific steps described in the lessons. As noted above, the lesson plans are written in a "Do this" format. The authors consider it essential that the teacher follow the lesson plans exactly as they are written <u>until</u> the entire teaching procedure has become thoroughly programmed into her behavioral repertoire. This means that the teacher must engage in highly structured, repetitive tasks which do not necessarily allow for "creative" behavior on her part. While this may be alien to the nature of many teachers, others have suggested that there is a payoff in this behavior (Bereiter & Engelmann, 1966). This payoff comes in the form of demonstrable learning and increased behavioral control in the classroom.

Once the teacher has programmed herself and has become familiar with the materials and procedures, legitimate and non-legitimate deviations from the plans and procedures will become apparent. One can see that it makes little difference whether one uses red marks or a red string tied around a wrist when teaching the right-left concepts. However, if the teacher should decide to eliminate reinforcement of correct responses, the results will be unsatisfactory. (See "Modifying Procedures to Facilitate Learning," in Chapter IV below.)

To summarize, then, the teacher will find that this is a highly structured curriculum. It is suggested that the teacher program herself to follow the procedures exactly as they are written. Once the teacher is proficient, some legitimate deviations may be permitted. It is further suggested that the teacher who is diligent in learning the content and procedures of the systematic language curriculum will find that her behavior is reinforced by the changes in behavior of her students.

CHAPTER II

INSTRUCTIONS FOR USE OF THE LESSON PLANS

The lesson plans which follow are intended for use in short (approximately 20 minutes), fast-paced teaching sessions. Within each teaching session, 3-5 lessons, each one lasting approximately five minutes, should be presented. Each lesson within a session should be very different from other lessons to facilitate discrimination on concept learning.

Each lesson plan is preceded by the objective of that lesson, the prerequisite skills, and the materials necessary to teach the lesson. The lesson plans, written in a "Do this" format, include pretesting, teaching, and posttesting activities.

The first lesson plan is the master plan. It contains every bit of information needed to teach the concept "ball." The master plan demonstrates the different procedures and techniques which are combined in the instructional sequence. Pretesting, teaching, posttesting, correction and reinforcement procedures for this lesson are written in detail. While this master plan is explicit, it is also difficult to follow, at first glance. Therefore, the lesson has been broken into its component parts. Specific sections have been written describing the pretest, posttest, reinforcement and correction procedures. It is suggested that the teacher read these sections and learn these procedures before she attempts to use them in the teaching situation.

The lesson plans which follow the master plan are less detailed. They are designated "model plans." They describe how to teach different concepts. Each lesson plan shows the step-by-step teaching sequence for that concept. Where a specific procedure is required it is listed but not described in detail; for example, all lesson plans but the master plan specify, "Use the appropriate Correction Procedure," but do not describe the procedure. Each "model plan" also contains a list of the words which can be taught with its specific procedures. In addition, most model plans also include notes to the teacher indicating the special considerations which must be accounted for in order to teach those particular lessons.

To facilitate understanding of the teaching procedure, a general description of the process follows:

The children are seated close to the teacher. Once each child has been administered the pretest, has failed to meet the criterion and has been grouped for instruction, the teacher:

1. Requires the children to attend with a command such as "Look."

2. Demonstrates the concept (Stage 2), repeating the demonstration as many times as instances of the concept are present. If four books are placed on a tray, four demonstrations of "This is a book" are given. (Usually four demonstrations are designated.)

3. Calls on the child ("Sam!") and gives the task request ("Touch a book").

4. (a) If the child responds correctly, he is reinforced, then requested to touch "another book." If the child reaches the criterion for that stage, he progresses to the next stage in the lesson.

   (b) If the child fails, the correction procedure is instituted. When children are to respond with a motor response, it is possible to anticipate incorrect responses and to "intercept" the response before the motor chain is completed. When possible, the correction procedure begins at this point and prevents incorrect responses.

At each stage or level of instruction, each child is given an opportunity to go through the sequence of steps at that stage. His turn is complete when he finishes the steps in that stage, whether he passes or whether he fails and is corrected. Then, attention is switched to another child. After each child has had a chance to respond, instruction proceeds (a) to the next stage for those children who pass; (b) back to the appropriate stage for those children who fail to meet criterion; or, (c) the lesson is terminated, and the teacher begins at the appropriate stage in another lesson. The teaching session is terminated after approximately twenty minutes, or when it becomes difficult to maintain attending behavior in the children, whichever comes first.

A "typical" lesson plan is analyzed below. The content and procedures are described in detail. When the teacher has read this section, she should be able to read a lesson plan, gather material to teach it, and execute the procedures properly. (See Figure 1 below for an illustration of the parts of a typical lesson plan.)

Objectives

Instructional objectives are written in behavioral terms. They specify what a child is to <u>do</u>. The objective has been accomplished when, and only when, the child meets the criteria for terminal behavior.

Model Lesson Plan

OBJECT DISCRIMINATION: Door

OBJECTIVE: To teach S to respond appropriately to "Touch a door" when S is in a classroom containing many other objects.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Touch."

MATERIALS: A room with a door.

Introductory Comment: This plan is used to teach objects which are not easily accessible or manipulable. If objects are not readily accessible, use pictures of the objects to teach the concepts. Real objects should be used whenever possible.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Pretest with at least 2 other items which could be taught using this lesson plan. Alternate the task requests: S, TOUCH A DOOR. (Give 4 trials in total.) S, TOUCH A (table). (Give 4 trials in total.) S, TOUCH A (window), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2, teaching the object(s) that S failed.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration and Task Request Stand up and touch a door, saying, THIS IS A DOOR. Then say, S, TOUCH A DOOR. Repeat this 3 more times intermittently during the same teaching session.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 3. Repeat Stage 2 in another room, if possible, using another door.		
Stage 4. Terminal Behavior Say, S, TOUCH A DOOR. Repeat this 3 more times intermittently during the same teaching session.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Posttest As in Pretest, alternate the task requests: S, TOUCH A DOOR. (Give 4 trials in total.) S, TOUCH A (table). (Give 4 trials in total.) S, TOUCH A (window), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 4, teaching the object(s) that S failed.	

Notes: None

Generalizations and Discriminations:

1. This concept should be generalized to other doors in the school, especially if pictures were used to teach the concept in the lesson plan.

2. When all items have been taught to criterion, introduce them in a fast-paced activity: "Touch a door," "Touch a table," "Pick up a chair," "Sit on the floor," etc. Use the task requests "Pick up" and "Sit" only if S has already learned them to criterion.

Related Concepts: None

FIG. 1 : ILLUSTRATION OF A TYPICAL LESSON PLAN

Prerequisite Skills

The lesson plans are programmed so that children are first taught a set of skills which are prerequisite to all other instruction. These skills include good attending, response to one's name, and the touch response. The child will need to learn these before instruction on any concept is begun. Therefore, these are not listed in the prerequisite knowledge for any lesson plan.

The prerequisite knowledge which is listed for each lesson plan is quite specific to that plan. The child must have already learned designated concepts to insure that, if he fails a pretest, it is only because he does not know the particular concept tested. If the child fails a concept for any other reason, the results of that pretest are confounded and uninterpretable.

There may be a long interval between the time when a child is tested on a concept and the time that that concept is utilized as a prerequisite skill for another concept. When this is the case, the teacher should retest the child on the concepts listed as prerequisite knowledge. If the child fails, these concepts should be reviewed, the child should be posttested again, and when he passes the posttest on all the concepts listed as prerequisite knowledge, instruction on the new concept can begin.

Materials

A minimum of material is required for most lesson plans. The materials which are designated are common objects which are easily available. A list of all materials used in the lesson plans is provided.

The materials used may change from stage to stage of a lesson plan, as the learning task changes from identification (labelling) to discrimination. The rationale for selection and change lies in the nature of concept learning tasks. When one is learning a concept, he is attending to one critical dimension of an object, while other noncricital dimensions vary. Materials are selected in insure that the critical differences between the objects presented to the child are carefully controlled as the learning task becomes more difficult from stage to stage. (See Chapter III, The Nature of the Learning Task.)

Introductory Comments

Some lesson plans contain a section entitled, "Introductory Comment(s)." These comments provide the teacher with information specific to the content of the given lesson plan.

Teaching Procedure

The teaching procedure consists of the pretest, demonstration, task request, and posttest sequence. The child's responses determine his

progression through the instructional stages of a lesson plan, which are programmed to be increasingly more difficult. Each response by the child is a stimulus for the teacher to use the appropriate reinforcement or correction procedure.

The following sections describe the pre- and posttesting conditions, demonstration, task request, and terminal behavior stages, reinforcement procedures, correction procedures, and criteria for progressing through the stages of a lesson plan.

Pretesting and Posttesting

Pretesting and posttesting are an integral part of the instructional procedure. The behavior which is tested is specified in the instructional objective. This behavior is the terminal behavior which is systematically developed in a lesson plan.

A child is pretested to determine if a specific terminal behavior is in his repertoire. If he passes the pretest, he has, in effect, passed the posttest. He is not a candidate for instruction; instead, he is pretested on another concept. If he fails the pretest, he should be taught the lesson.

Conditions for pretesting and posttesting are identical. The same materials are used in both. It is important that standard testing conditions be maintained. When the teacher is giving the task requests during pretesting and posttesting, she stresses only the critical item ("Touch a ball"). She should present the task requests in a neutral tone, with no inflectional cues or accompanying facial cues. The child's responses are neither reinforced nor corrected.

Ideally, pretesting and posttesting should be done only in a one-to-one setting. This would insure that the child is responding on his own to the task request, rather than imitating another child's response. Practically, this one-to-one situation may not always be feasible. However, a one-to-one situation can be approximated in a group, to the extent that the teacher has all the children attending to her rather than to each other. Further, she may be able to manipulate the physical setting to block other children's views of the child being tested.

Demonstration Stages

The demonstration stages are intended to serve as models for the child's behavior. One of their main functions is to further errorless learning. The teacher illustrates the responses which will be required of the child. Each demonstration stage is followed immediately by one or more task requests.

Task Request Stages

After each demonstration, the teacher requests the child to perform the appropriate task. These task requests correspond directly to the sub-skills required for the terminal behavior. The child moves from one task request to another only as he independently meets the criterion specified at each given stage.

Terminal Behavior Stage

The terminal behavior stage includes the final set of task requests in each lesson plan. The purpose of this stage is to insure that the child has mastered the entire sequence of actions necessary to meet the lesson plan's objectives. Since this is a task request stage, assistance, cues, and reinforcement are given the child as indicated. When the child independently meets the criteria for terminal behavior, he is ready to be posttested.

Reinforcement Procedure

Children are reinforced for all correct responses to task requests during the instructional sequence. They are not reinforced for correct responses made during the pretests and posttests. The procedure for reacting to the child's correct responses made during the correction procedure is described in another section.

To be most effective, reinforcement should follow immediately after the child's correct response. The type of reinforcement given may vary from child to child, and from one situation to another. The master lesson plan specifies hugs, smiles, and praise as reinforcers. These are not likely to be equally effective for all children. Many children require primary reinforcers (e.g., candy, cookies, etc.). Others will work for secondary reinforcers, e.g., tokens which can later be exchanged for food or an opportunity to play with a favorite toy. It is critical that the teacher determine by careful observation what is and what is not reinforcing to the child. She should also be alert to the fact that what is reinforcing for a given child may change over time. (See "Selecting Reinforcers" in Chapter IV.)

Correction Procedures

An appropriate correction procedure is used when the child responds incorrectly to task requests requiring either motor or vocal responses. It is used immediately (1) when the child indicates he is about to make an error--to prevent that error, (2) after an error occurs--to model the correct response and to decrease the probability of a second error, and (3) when the child makes no response to a task request.

The child is not reinforced during the correction procedure when he makes a correct motor response which is forced by the teacher. This is because it is not a self-initiated behavior but is directly initiated by the teacher. A neutral "OK" may be given when the child makes a correct vocal response during the correction procedure as this is a self-initiated behavior. However, since this response is only an imitation of the teacher's direct cue, enthusiastic reinforcement is withheld.

If the child responds correctly to a task request given without cues or teacher assistance, the teacher should reinforce the child with enthusiastic smiles, hugs, and praise. Self-initiated correct responses from the child should ALWAYS be reinforced by the teacher.

The various correction procedures are described as follows.

Correction Procedure for Incorrect Motor Response

When the task request, "Sam, touch a ball," is given and the student (S), responds incorrectly by moving toward a box or by touching a box, the teacher (T):

1. Intercepts the incorrect response before it is completed. T prevents the incorrect response by grabbing S's hand before he touches the box.

2. Directs the child to make the correct motor response upon request. T covers or removes the incorrectly touched object (box) from S's view. T grasps S's hand, directs it to the correct object (ball) and says, "Sam, touch a ball." Give no reinforcement.

3. Repeats the task request, "Sam, touch a ball."

   (a) If S responds correctly, reinforce with enthusiastic smiles, hugs, and praise. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

   (b) If S again responds incorrectly by moving toward a box or touching a box, the teacher:

      (1) Intercepts the incorrect response.

      (2) Terminates S's turn for the moment and calls on another child or presents S with another activity.

      (3) Returns to S later in the same or next teaching session. At this time T begins with the "Additional Demonstration Stage."

Correction Procedure for No Motor Response

When a task request is given for a specific motor response and the child performs no visible response, the teacher follows the Correction Procedure for Incorrect Motor Response, omitting Step 1, which calls for interception of the incorrect response.

Correction Procedure for Incorrect Vocal Response

The above correction procedures are not feasible when the child is responding vocally to a task request or question, because the teacher can neither intercept a vocal response nor force a vocal response from the child. Procedures to be used for vocal task requests follow.

When the task request, "Sam, is this a ball?" is given, and the child responds incorrectly with, "No," the teacher:

1. Interrupts S by saying the correct vocal response as soon as S initiates production of an incorrect response. When T hears S respond, "Nnn," T immediately says, "Yes!" before S completes the "no" response.

2. Models the correct vocal response. T picks up the ball and says, "Is this a ball? Yes!" If S makes an imitative "yes" response, a neutral "OK" may be given.

3. Waits five seconds and repeats the task request, "Sam, is this a ball?"

   (a) If S responds correctly, reinforce with smiles, hugs and praise. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

   (b) If S again responds incorrectly, the teacher:

      (1) Interrupts S.

      (2) Terminates S's turn for the moment and calls on another child or presents S with another activity.

      (3) Returns to S later in the same or next teaching session. At this time, T begins with the "Additional Demonstration Stage" (See below).

Correction Procedure for No Vocal Response

When a task request is given for a specific vocal response, and the child gives no audible vocal response, the teacher follows the Correction Procedure for Incorrect Vocal Response, omitting Step 1, which calls for interruption of the incorrect response.

Additional Demonstration Stage

The Additional Demonstration Stage is a special "substep" between stages. Its purpose is to minimize the "distance between" stages, to make learning as "errorless" as possible. Since its use is contingent upon S's pattern of errors, it is included in the correction procedure. IT IS USED ONLY WHEN S MAKES TWO CONSECUTIVE ERRORS IN RESPONSE TO THE SAME TASK REQUEST.

The procedure is:

1. Trial 1 - S makes an error--T administers the correction procedure.

2. Trial 2 - S makes another error--T switches attention to another child.

3. Additional Demonstration Stage - T returns to S later in the same session, or in the next teaching session, and begins the Additional Demonstration Stage.

   (a) For motor responses, T

      (1) Gives the task request and forces S to make the correct response; e.g., T says, "S, touch a ball," and immediately guides S's finger to a ball.

      (2) Repeats this sequence three more times.

      (3) Repeats the task request and waits for S to make a self-initiated response.

         (a) If S responds correctly, reinforce. Repeat the task request and continue the procedure until S meets or fails to meet criterion.

         (b) If S again responds incorrectly, repeat the Additional Demonstration Stage in the next teaching session.

   (b) For vocal responses, T

      (1) Gives the task request and models the correct vocal response; e.g., T says, "S, is this a ball? Yes!"

      (2) Then follows Steps (2) and (3) of the Additional Demonstration Stage for Motor responses.

Meeting Criterion as a Condition for Higher Level Instruction

The lesson plans are divided into stages of increasing complexity. The "distance between" these stages is programmed to assure that S

proceeds through a lesson, and from one lesson to another, with a minimum of errors.

While the expectation is that children will make few errors, a definite criterion has been established at each stage within a lesson. That criterion is stated as three consecutive correct responses in a set of four trials. At first glance, it appears that a child is given four trials, or task requests, at each stage in a lesson (including the pretest and posttest). However, in most instances this is not necessary and is not the case. The authors expect that the child will pass all trials or task requests. If he does, then his first three correct responses (+++) meet criterion and the fourth trial in this set is not necessary. Should the child fail on the first trial but make three correct responses to the last three task requests (-+++), he has met criterion. With one exception, this is the only instance when all four trials are given. That exception occurs when, after failing the first trial, S responds correctly on the next two trials but fails the last trial in the set (-++-). In all other instances, a failure on the second or third trial (+-, ++-, -+-) prevents S from meeting criterion, and T should, therefore, terminate S's turn. The "Additional Demonstration Stage" is given only after the (--) pattern of errors.

Generalizations and Discriminations

The activities in this section are designed to move the child to a higher level of competence than that provided for in the basic lesson plan. They represent more complex but necessary learning. For example, S first learns the concept "glass" as "transparent, medium-sized cylinder"--attributes which one might use to describe the objects used to teach the concept. Through generalization, S should eventually come to respond to "glasses" of all sizes, shapes, colors, and textures, including perhaps stemmed glasses or other types which bear little resemblance to a plain drinking glass. Later, S should learn to label and to discriminate juice glasses from regular-sized glasses. When S has gone through all of these steps, his concept of "glass" should be greatly expanded. (See also "Going Beyond the Lesson Plans," in Chapter IV below.)

Notes

Many lesson plans are followed by one or several notes. These notes to the teacher point out (call attention to) deviations from the procedure or to some aspect of the procedure which deserves special consideration.

Related Concepts

The word list which follows each lesson plan was taken from the master list (See Section Four). The words (concepts) on the list can be taught by the procedure of the lesson plan which it follows.

CHAPTER III

THE NATURE OF THE LEARNING TASK

The Master Lesson Plan (Ball) exemplifies the nature of the discrimination tasks which form the basis of Systematic Language Instruction. First, the child is pretested. He is presented with a tray containing several objects, including four balls, which vary in size, shape and color. If he fails to identify (discriminate) the balls from other objects he is taught the lesson, which consists of a series of discrimination tasks. The tasks increase in complexity, until the child discriminates balls of all sizes, shapes, and colors from (technically) all other objects in his environment. The discrimination task may be summarized as follows:

a) present 4 identical balls - child touches or says "Ball." This is a step in errorless learning. If the child responds at all he must respond correctly.

b) present 4 balls which vary in size and color. Again the child is presented only with balls, but the size and color changes.

c) present 4 balls which vary in size and color and 1 object that is not a ball.

d) present 4 balls which vary in size and color and 2 "not-balls."

e) present 4 balls which vary in size and color and 4 "not-balls."

f) posttest

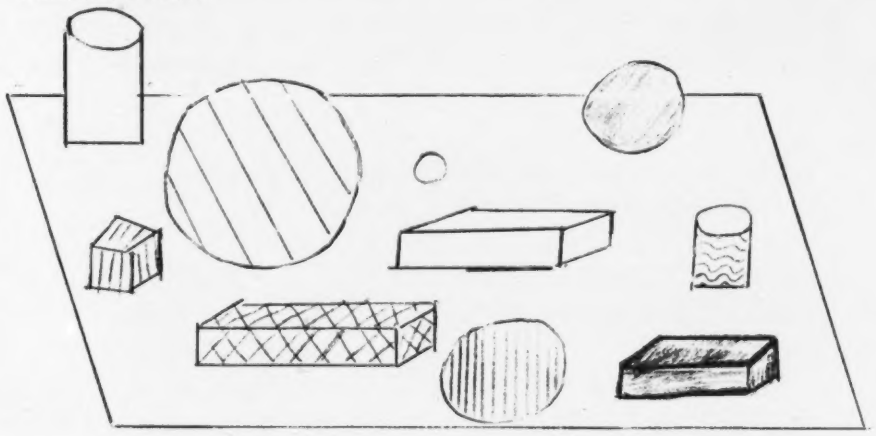
g) generalize - eventually present all types of balls (including footballs).

This procedure can be further summarized: identify the critical aspect or dimension and vary all the other dimensions. When the procedure is completed the child attends to "roundness" and does not attend to other dimensions of the stimulus object "ball." If he successfully completes this lesson, the teacher can say that he "knows 'ball!'"

The purpose of this section is to demonstrate that there are other reasons why a child might "know 'ball'" when, in fact, that is not the case. The following example illustrates the "true case," in which the child responds appropriately because he "knows 'ball.'" See Example 1. Common errors in assessing concepts are illustrated in Examples 2-7.

EXAMPLE 1

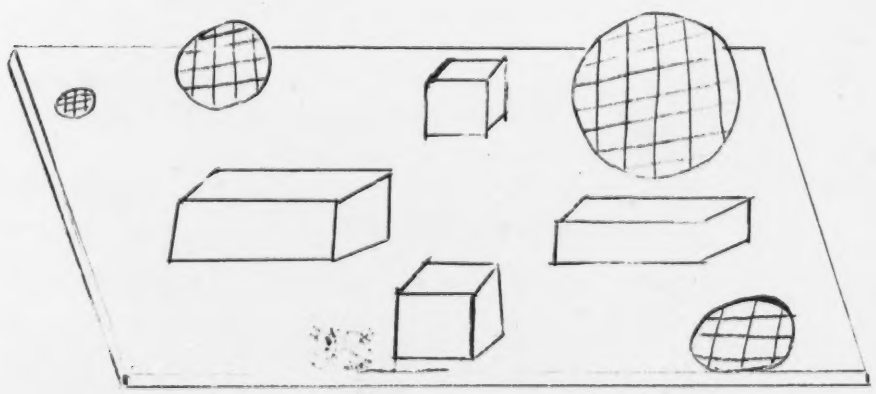
Example 1 demonstrates the concept ball, arranged so that only "ball" is the concept taught. In this "ideal" teaching situation, all variables are controlled. The balls vary in size, so "size" is eliminated. The balls vary in color, so "color" is eliminated. There are 4 balls and 4 blocks among stimulus objects, so "number" is eliminated. The position of the balls on the tray is random, so "position" is eliminated.



In the following examples, common errors are illustrated, so that the teacher can systematically examine her procedures and materials to determine that she has eliminated all alternative reasons why a child may appear to "know 'ball'" when in fact he does not.

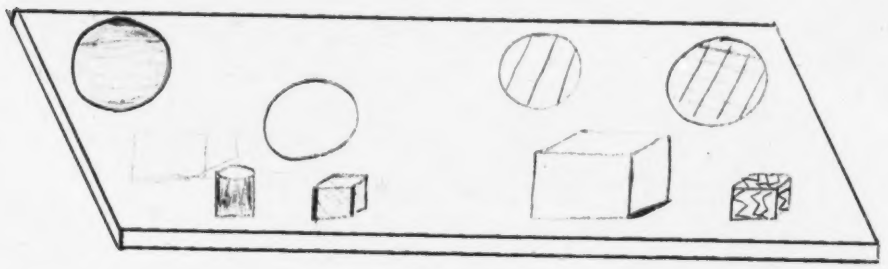
EXAMPLE 2

Color - Here, all the balls are red. (= red). The child can respond to "red" instead of ball. Ask yourself if you have varied color, when you choose the stimulus object.



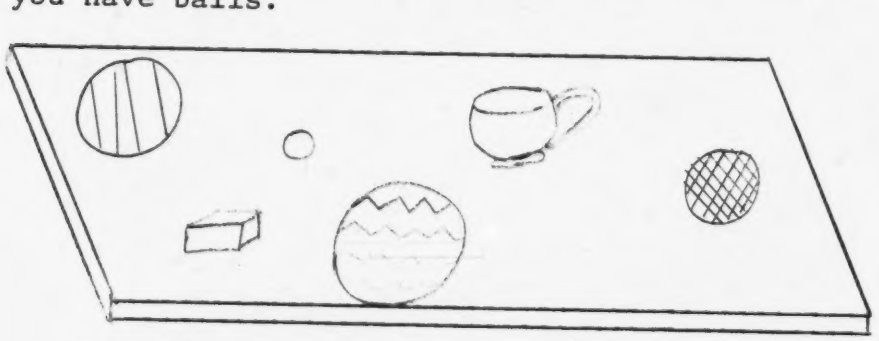
EXAMPLE 3

Size - All the balls are the same size. The child can respond to size instead of "ball." Ask yourself if you have varied size when you choose the stimulus objects.



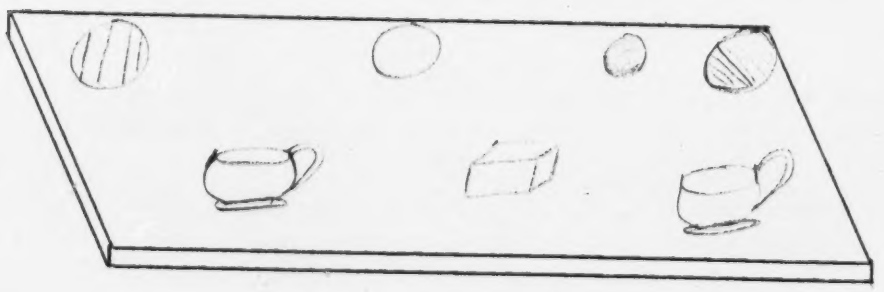
EXAMPLE 4

Number - There are 4 balls, 1 block and 1 cup on the tray. The child can respond to "number" instead of "ball." Ask yourself if you have included as many other like objects on the tray as you have balls.



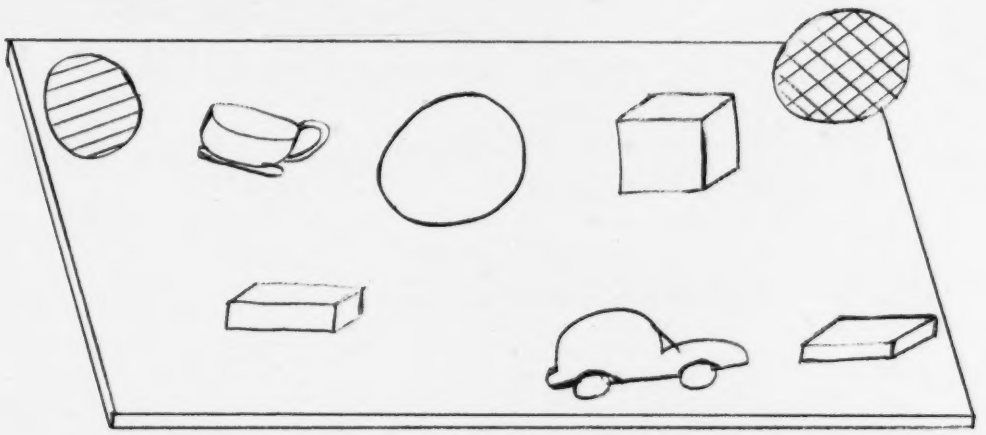
EXAMPLE 5

Position - All the balls are at the front of the tray and other objects are at the back. While this may be appropriate at a given stage within the lesson plan, this is inappropriate for the pretest and posttest. Ask yourself if the child is responding to "position" instead of ball.



EXAMPLE 6

Pattern - There is a definite pattern represented. The child can touch every other one at the front of the tray and be correct. Or, if he is being asked, "Is this a ball?" he can respond yes - no - yes - no - yes. If the teacher presents the same pattern of items day after day, a yes - no - no - yes, yes - yes - no - no or other response pattern can be developed. Ask yourself if the child is giving pattern responses instead of responding to "ball."



EXAMPLE 7

Familiar versus unfamiliar items - If you include stimulus objects which are all familiar to the child, then he has only to scan the tray, pick the unfamiliar item and he has touched "ball" for you. While this might be appropriate at specific stages within a lesson plan, this is inappropriate for the pretest and posttest. Ask yourself if the child is already familiar with the items you intend to use for pretesting and posttesting.

Each lesson plan is different from the "Ball" lesson plan. However, there is a principle which is common to all the lesson plans. The child should respond appropriately to the concept because he has identified the critical aspect or dimension in the lesson. One can demonstrate that "real" learning has taken place only if all other alternatives have been systematically eliminated. It would appear advisable for the teacher to check this section and ask these questions from time to time throughout the year.

CHAPTER IV

IMPLEMENTING THE PROGRAM

Shaping the Learner

The Systematic Language Instruction program is based on the premise that children will respond as you expect them to respons. And, conversely, that they will not respond if you do not expect them to. Direct instruction in a one-to-one or small group situation will be a new experience for many children. The experience of being reinforced immediately and consistently for correct responses, and the experience of being corrected immediately will also be new to many children. Because of these factors, the first task of the teacher will be to teach children <u>how</u> to respond in a tutorial session. Language instruction will proceed most rapidly when the teacher shapes certain prerequisite responses.

Shaping is defined as reinforcement of successive approximations to the desired terminal behavior. Systematic Language Instruction is based on the assumption that the child is physically capable of making a motor response (touch). The child is taught to attend to the teacher, respond to his name, respond immediately and correctly to "touch the (ball)," sit quietly, without engaging in behavior which is disruptive to others or which interferes with the child's own responses, and to imitate the teacher's responses.

When the child is learning these skills which are prerequisite to further instruction, the teacher <u>may</u> be required to spend a considerable amount of time on a given lesson plan. She may also determine that it is necessary to deviate from the basic format of a lesson plan if the child does not respond immediately. For example, "Touch" is prerequisite to all lesson plans taught at the motor level. While most children will imitate the correct form of the touch response (fist clenched, index finger extended), some children may not.

If a child does not imitate the touch response, that response can be shaped through the" ouch"lesson plan. Several demonstrations and corrections may be required.

If the teacher is not successful in establishing the touch response, it will be necessary to use another technique, i.e., the teacher physically assists the child in making a response, then gradually fades out her assistance. Her task is to (a) place her hand over the child's hand and gently force it into the correct "touch" position, (b) assist the child through the motor response, presenting the task request "touch!" at the beginning of the movement, (c) reinforce the child at the successful completion of each approximation to the "touch" response ("Good touching") and perhaps with a food reinforcer every 10, or 30, or 50 responses, (d) gradually reduce the amount of physical assistance as the child begins to respond.

Once these procedures are completed, the touch response is established, and instruction can proceed within the context of the lesson plan.

Occasionally, the teacher will encounter children who emit behavior which is incompatible with appropriate responding. These behaviors might include crying, bizarre speech or language behavior, tantrum behavior, etc. Many of these behaviors will be controlled through the reinforcement procedures in the Good Attending lesson plans. When behavior problems persist and interfere with learning, the teacher may find it necessary to structure a program to modify or extinguish the inappropriate behavior. If the teacher bears in mind that something (in many cases her attention and the attention of others in the environment) is maintaining the behavior, then the procedures for modification become quite clear. First, ignore the inappropriate behavior. Second, reinforce incompatible appropriate behavior immediately and consistently. If the teacher persists, the appropriate behavior will be established and the interference of inappropriate behavior will be minimized.

Entering the Program

Systematic Language Instruction is intended to provide learning experiences for children who emit no vocal or motor responses. The terminal behavior for such children is functional language and speech. This represents a broad range of learning tasks.

The teacher's first task, it has been noted, is to shape the child's responses in the tutorial session. When the child has been taught to respond, the teacher's next task is to place the child within the program. Prior contact with the child may give some indication of his functional level. Without such contact, it will be necessary to observe the child for a short period of time. The teacher's observations should be directed to the following questions:

Does the child follow commands?
Does the child recognize common objects in his environment?
Does the child talk?
If so, is his speech intelligible?
Does he respond with single words, or with phrases?
Does he respond with complete sentences?
Does he answer questions?
Does he engage in spontaneous (nondirected) language?

The nature of the learning tasks will be dictated by the answers to these questions. If the child does not talk, then the immediate tasks are to (1) proceed with instruction, utilizing the motor (touch)

response, (2) reinforce speech sounds, production of words, and correct and improve articulation of existing speech sounds, (3) select concepts for instruction.

If the child does talk, then the teacher must determine if the child's speech is functional. That is, can the child be understood? If so, vocal responses can be utilized. The teacher's tasks are to (1) expand the vocal response and (2) select concepts for instruction.

If the child has a highly developed language repertoire, the teacher's tasks are to (1) analyze the child's responses and proceed with instruction on complex language tasks, e.g., development of correct usage of verb tenses, or perhaps development of reading skills and (2) select concepts for instruction.

If the child appears to have some language, but does not respond except when spoken to, or does not engage in spontaneous vocal interactions with others in his environment, the teacher's tasks are to (1) reinforce all instances of correct spontaneous vocal responses and (2) select concepts to expand the child's existing repertoire.

The common element which runs through these examples is: develop language <u>and</u> speech and select language concepts for instruction.

The procedure for selection of language concepts is:

(1) Observe the child as he interacts with objects in his environment. If he appears to recognize the toys he plays with, the foods he eats, the furniture and materials found in the classroom, his clothing or his body parts, these concepts provide a starting point for the teacher.

(2) Select concepts which focus on a specific area of instruction. For example, the teacher might begin pretesting the objects used at mealtime. With the "Object Discrimination: Ball" lesson plan, it is possible to pretest

knife
fork
spoon
cup
glass
dish (plate)
saucer
napkin

(3) Pretest the child on those objects he appears to recognize. The more concepts the child passes, the better indication the teacher has of his functional level. Those concepts which he fails constitute the curriculum or the content of language instruction for him.

(4) Record the concepts which the child passes and the ones which he fails.

(5) Examine the concepts failed, after the child has been pretested in several areas, using different lesson plans. Arrange them in the order in which they are to be taught. (See Teacher-Parent Guide, Chapter III, "Deciding What to Teach.) The order of instruction is determined solely by the teacher. Since the Master Word List provides a rough ordering of concepts in specific areas of instruction, reference to the list may assist the teacher in choosing concepts. Further, the teacher may find it helpful to select one or two concepts from each of the appropriate areas to provide a "balanced" program. Criteria for selection of concepts have been discussed earlier. These criteria can be summarized in these suggestions. Choose concepts which the child does not know, which are found in his immediate environment, which are concrete, which are relevant to his immediate needs, and which are interesting to the child.

Initially, the teacher can expect to spend a great deal of time pretesting the child. In some instances, pretesting may consume several days. Once this initial period is completed, and the child has "entered the program," the amount of pretesting diminishes as the amount of teaching increases. Once the teacher has determined each child's functional level to her satisfaction, pretesting is done on a systematic basis. As concepts are learned, new ones are tested and taught. In this way, the child enters the program at his level, and proceeds at his own pace.

Selecting Reinforcers

Systematic Language Instruction is structured on the principle that every correct response will be reinforced. The teacher may need to use a different reinforcer for each child. Some reinforcers which have been found to be effective with retarded children are: food (candy, ice cream, milk, cold toast, sugar coated cereal), social reinforcement (smiles, hugs, praise, e.g., "Good work," "Good talking," "Good touching"), tokens (poker chips, washers), marking systems (stars, marks on a page), and opportunities to engage in favorite "play" activities.

The teacher's task is to determine which reinforcers are effective for each of her students. The reinforcers listed above are intended to serve as starting points. Parents can provide information on their child's favorite foods and activities. The teacher can examine the materials available in her class for other possible reinforcers. While there is only one scientific test of a positive reinforcer's effectiveness (it increases the frequency of the response which produces it), the observation of a child's responses

(smiles, "I want more," refusal to let go of a favorite toy) provide the teacher with sufficient clues to indicate that a reinforcer is effective. It should be noted that a reinforcer may change in value (all day in the cookie jar means Johnny isn't likely to do handstands for an Oreo). Because the value of a reinforcer may change, it may be advisable to give the child a choice of reinforcers.

A common procedure for establishing appropriate responses is to present a food reinforcer and a social reinforcer together immediately and consistently after each correct response. After this procedure is established, the food reinforcer is faded out with the expectation that social reinforcers will continue to control the behavior.

A related procedure involves presenting food, then pairing food and tokens, fading out food, pairing tokens with social reinforcement, then fading out the tokens, again with the expectation that social reinforcement will continue to control the behavior.

A third procedure involves the use of a token system. Children are presented with a token for each correct response. The tokens are traded for food or other reinforcers at a specified time during the language session. When tokens are presented, they are paired with social reinforcement. When food is presented, the number of tokens required for 1 piece of food increases over time. Or, tokens follow every 2nd, 3rd, or 10th correct response as the child's rate of responding remains high. Then the tokens can be faded out along with the food (back-up) reinforcer, leaving social reinforcement to control the behavior.

For many children, social reinforcement will not initially be functional. In such cases, the use of a reinforcing system which does not rely <u>initially</u> on social reinforcers is strongly recommended. Such systems have proven to be highly effective in shaping new behaviors. Since the development of language and speech is a complex, arduous task, the teacher needs all the assistance she can get. Once the child has begun to respond at a steady rate, the teacher may find that it is not necessary to reinforce every correct response. Further, as noted in each of the examples, each procedure terminates with social reinforcement controlling the child's behavior. Above all else, the use of a reinforcement system increases the probability that the teacher will become a "high value" social reinforcer to her children.

Most teachers will be interested in structuring the instructional situation in such a way that the child's responses will eventually be controlled by the <u>social reinforcement</u> provided by herself and others. While she may initially be required to rely on such "artificial" reinforcers as candy and tokens, she should quickly fade out their use as

her own social reinforcement becomes functional for the child. The more quickly she reliably determines that social reinforcement in fact controls the child's behavior, the more quickly will she reinforce him in the way she and others should find to be the most efficient, "natural" and effective way over a variety of formal and informal situations.

Using Voice as an Instructional Tool

A teacher's voice is one of her most powerful instructional tools. As is the case with any instructional tool, some teachers make better use of it than do others. The purposes of this section are to make the teacher aware of the potential "power" of her voice, to describe techniques to increase the teacher's effectiveness through manipulation of specific vocal qualities, and to demonstrate where these techniques are required when one is following the procedures for teaching language.

Voice is a powerful instructional tool. The source of its power is obvious. Vocal properties can be manipulated within wide ranges. Voice can be loud or soft and can go from one extreme to another instantly. Voice pitch can be raised above or lowered below normal to provide contrast between two statements. The force or intensity can provide information which is independent of the content of a statement. Consistent intonation patterns can also provide information which is independent of the content of a statement. The methods for most effective use of these properties are considered here since they are manipulable. One other property of voice, quality, is not considered since, for the most part, the quality of an adult's voice, whether pleasant (mellifluous) or unpleasant (nasal, gutteral, strident, harsh) has been set and is generally beyond manipulation except through speech correction.

Manipulation of voice properties has a specific function in the systematic language teaching procedure, i.e., to add a prompt to the content of the vocal signal. When a child responds in specified ways to a task request, that task request is said to function as a discriminative stimulus (S^D). To increase the probability that a child will attend to a given S^D, or to shorten the time required to establish an S^D, one can add a prompt.

Two types of vocal prompts are used in the systematic language procedures: (a) stressed words and (b) inflectional patterns. In the sentence "Touch a <u>ball</u>," the word "ball" is stressed, with increased volume and force. The "Is this a ____?" high-pitched, upward-inflected question is the vocal prompt for S to respond, "Yes, it is." Conversely, the low-pitched, downward-inflected "Is this a ____?" is the vocal prompt for the response, "No, it isn't."

Within a lesson plan, the stressed word may change from stage to stage. Further, a word may be stressed in an early stage and not in later stages. This change denotes that the vocal prompt is being faded out.

Words are stressed to make them stand out from the rest of the vocal signal. The stressed word is the critical element in the task request in each stage of a lesson plan. In some instances, the child can ignore all the unstressed elements in a vocalization, attend only to the stressed element(s) and respond correctly. This is consistent with the philosophy that it is appropriate to limit the amount of vocal behavior to which a child must attend. While it may appear inconsistent to include the unstressed elements in the first place, the stressed and unstressed elements form a language pattern to which the child eventually must attend and, later, incorporate into his own repertoire of vocal behavior.

A word may be stressed in the early stages of a lesson plan and unstressed in later stages, as it is faded out. The technique of fading assistance, or prompts, in or out of a teaching sequence has been described in another section. The fading technique is a critical part of the teaching procedure. The best example is the "Touch" - "Touch a ball" - "Touch another ball" set of task requests. These may be stressed, and the prompts may be faded, in different patterns, as follows:

1. "Touch" is used to teach the concept "touch" as a prerequisite skill. Stress is gradually faded out so that S eventually responds to the vocal stimulus spoken in a normal tone of voice.

2. "Touch a ball" indicates stress on the critical element for the child who has learned "touch." Stress on "ball" is gradually faded out.

3. "Touch a ball" might be used to establish "a" as part of the morphemic unit "a ball." It is possible that stress may be faded in on the "a" element as stress on "ball" is faded out.

4. "Touch a ball" might be appropriate for the child who has learned "touch" but has difficulty in maintaining the "touch" response when that response must be made to a specific object. "Touch" might be stressed intermittently (every second, third, or fourth task request) while stress on "ball" is being faded out.

5. "Touch another ball" sets the occasion for S to attend to "another" as "not the same one I touched last time." When S attends appropriately, stress is faded out until the task request is "Touch another ball."

The use of voice properties as vocal prompts is a critical part of the systematic language teaching procedure. There are, however, appropriate and inappropriate occasions for these prompts. The following section lists each segment of the teaching procedure and specifies what properties should be used and how they may be used.

Pretesting and Posttesting

Pretesting and posttesting are to be conducted under identical conditions. In both pretesting and posttesting, the task requests should be given in a neutral or normal voice. Since these are testing conditions, S should receive no assistance to facilitate correct, or incorrect, responses. Exceptions to this rule occur when it is necessary to (a) stress the first word ("Touch a ball") for Ss who do not attend, or (b) stress the critical element ("Touch a ball"), to increase the likelihood that S does attend to the critical element.

Demonstration

The statement "This is a ball" stresses the critical element. Initially, only "ball" is stressed, while the rest of the statement is spoken at almost a sub-threshold level. S hears, in effect, only "ball." At this level, temporal separation of "This is" and "a ball" establishes two distinct morphemic units. Next, "This is" remains at threshold level, while "a" is faded in, to establish it as a functional element in the morphemic unit "a ball." Later, volume is faded in on "This is," so that "This is" and "a ball" are spoken in a normal voice. Finally, the temporal separation between the two morphemic units is faded out and S responds to the statement "This is a ball."

Task Request

The ways in which a task request may be stressed are discussed earlier in points 1-5.

As another example, the question "Is this a ball?" is spoken in a high-pitched, upward-inflected voice to indicate "yes" to S, and a low-pitched, downward-inflected "Is this a ball?" indicates "no" to S. There should be a distinct contrast between the two, to provide unambiguous information to S. The question is followed by the appropriate forceful "Yes!" or "No!" if S hesitates before responding. This eliminates the possibility of an incorrect response in virtually all instances and provides S with maximum information.

These procedures are used only in the early stages of learning. As S begins to respond correctly, the "Yes!" or "no!" is faded out. Later, the inflected question form may be faded to the normal question pattern.

Reinforcement Procedure

Verbal reinforcement consists of vocal and motor responses to the child's appropriate behaviors. Vocal reinforcement is given in an enthusiastic tone, with increased volume and stress on the behavior for which the child is being reinforced. (For example, "Good, Sam, you touch a ball!")

Correction Procedures

Generally the task request is repeated in the procedures for correcting incorrect motor or vocal responses. The critical element in "Touch a ball" is stressed. The critical element should receive equal stress each time the task request is given during the correction procedure.

Summary

This section has (a) demonstrated the importance of the teacher's voice as an instructional aid, (b) described how voice properties can be used as vocal prompts, and (c) detailed how and when they function during the different parts of the teaching procedure. It is important to emphasize again that the teacher can control a teaching session to a great extent by the way she uses her voice. The speed with which she issues requests, asks questions, or shifts attention from one child to another, the contrasts which she provides from one statement to another, and the enthusiasm with which she reinforces children all contribute to a fast-paced, dynamic teaching session which is highly reinforcing for child and teacher.

To obtain the payoff suggested here, the authors would encourage the teacher to "let go," to over exaggerate the voice properties listed here, along with accompanying exaggerated facial gestures of pleasure (or displeasure).

It is suggested that the teacher practice to build the statements, with the appropriate stress and inflectional patterns, into her behavioral repertoire. To do this, the teacher may find it beneficial to tape record her practice sessions as well as her teaching sessions. These recordings will provide feedback on the teacher's progress and, as well, an accurate record of how she sounds to her

class. Further, recordings of teaching sessions may reveal a unique phenomenon which the teacher can easily remediate. That is, she may find that the volume of her speech increases and that her voice becomes strident during the course of a teaching session. Should this occur, an abrupt switch to soft, low-pitched and low volume statements and questions will break the pattern.

The appropriate uses of voice properties as suggested here will increase the duration of the children's attending behaviors. They will facilitate learning by increasing the probability of correct responses. The net effect, it has been suggested, is to increase the reinforcing value of the teaching session for teacher and children. As these vocal prompts aid in developing and maintaining appropriate behaviors, they can be faded out so that, in time, the child responds appropriately to natural language patterns.

Modifying Procedures To Facilitate Learning

It has been suggested that the teacher use the program exactly as it is written until she is familiar with the content and procedures. Further, it has been noted that there are appropriate and inappropriate modifications. Generally, those modifications which do not interfere with the sequence of the lesson plan or the execution of the reinforcement and correction procedures are considered to be acceptable. An earlier section dealt with alternative reinforcement procedures. This section describes other modifications in the teaching procedure which are acceptable.

Repeating task requests -- Occasionally, the teacher will present a task request when the child is not attending. This is a teacher error and can be corrected by eliciting the child's attention, then repeating the task request. One repetition is acceptable. The child's response to that task request should be counted towards criterion, and the incorrect response (or no response) to the initial task request need not be counted. The teacher should be very careful to limit herself to one repetition only. Experience has shown that it is very easy for teachers to fall into a pattern of repeating task requests several times. When this occurs the child soon learns that he need not attend to every task request. The final result is an inefficient learning experience.

Repeating pretests or posttests -- If a child fails to attend during a pretest or posttest and consequently fails to meet the criterion, it may be advisable to repeat the test. At least a half day should pass before the test is readministered.

Repeating stages within a lesson -- The most efficient learning occurs when children pass immediately from one stage to the next within a lesson. However, if a child does not establish a pattern of passing each stage of a lesson on the first or second trials, it may be advisable to present additional sets of trials at a given stage, after the child has met criterion. The probability that he will continue to respond correctly will increase, since each correct response will result in reinforcement. This "overlearning" procedure should strengthen further correct responding.

The teacher may find that this procedure is helpful upon occasion. It is not intended to be used on a consistent basis, since it consumes extra time. Instead, it is more desirable to reprogram a lesson so that appropriate stages are added or deleted as indicated. Reprogramming insures that the child is presented with learning tasks which are appropriate to his functional level.

Reviewing stages of a lesson plan -- When a lesson plan is carried over from one session to the next, it may be desirable to review the last stage on which the child met criterion. The probability that he will respond appropriately is increased. For example, on Tuesday Ralph is pretested; he is taught Stage 2 (a demonstration), Stage 3 (a task request), Stage 4 (a demonstration) and Stage 5 (a task request). At this point the lesson is terminated. On Wednesday, Stage 4 (a demonstration) and Stage 5 (a task request which Ralph has already passed are reviewed. Then instruction proceeds as usual. Again, the teacher should determine whether this expenditure of time is worthwhile.

Repeating the correction procedure -- The lesson plans are programmed for errorless learning. One error is allowed (for non-attending) on the first trial in a set of 4 trials. If the child makes another error, his incorrect response is corrected by the teacher and he returns to a lower level task. This procedure dictates that that part of the lesson ends on a failure. In some instances, the teacher may want to "end the session on a positive note." She might present additional correction trials, assuming that the child will make a self-initiated correct response. At the most, the teacher should present only two additional trials. These trials are not recorded, since it has been established that the child failed to meet criterion. If a child does not progress through a lesson with a minimum of errors, as intended, the teacher should either reprogram the lesson or select a lesson which is less difficult.

Reducing the likelihood of incorrect responses -- The correction procedures for the motor response requires that the teacher interrupt incorrect motor responses before the wrong object is touched. This requires a teacher with fast reflexes and good motor coordination.

For one not so blessed, it may be advisable for her to cover the "not-concept" items with her hand. This blocks the child's response. This procedure is also appropriate when the child does not "touch another" object. The teacher's "covering" response can be systematically faded out, as the child's correct responding increases.

Altering the amount of stimulus material -- The teacher should be alert to the fact that a child may make a correct response for the wrong reason. For example, you might ask a child to touch a ball when presented with a large, round, red ball, a spoon, a block and a pebble. If he touches the ball, he makes the correct response. However, we cannot automatically assume that he "knows" ball. Instead, he may have:

1. reached for his favorite toy
2. touched the object nearest him
3. touched the biggest object
4. touched the red object
5. learned that the large round red object is a "ball."

When the teacher uses the materials specified in each lesson plan, the child cannot make the correct response for the wrong reason. If, however, those materials are not available or if a child appears to have difficulty in picking one item from among several, the teacher may be forced to use those materials on hand. If this occurs, she should bear in mind that the child may, under these conditions, be responding correctly for the wrong reason. She can confirm that the child is responding for the correct reason if she administers a simple test outside the language session. She might, for example, ask the child to get a ball from the toy box. If he responds correctly, he "knows" the concept ball. Further, if it is not the same ball used in the lesson plan, he has generalized the concept to some extent.

Going Beyond the Lesson Plan

Most lesson plans include a section entitled "Generalizations and Discriminations." Suggestions are given for expanding the concept taught in the lesson plan. In most cases, this expansion simply requires using the procedures of the specific lesson plan with different stimulus materials. A child who generalizes will respond "ball" to tennis balls, golf balls, basketballs, etc. He will also discriminate footballs from eggs (despite the fact that they are similar in shape).

It is critical that the teacher emphasize these generalization and discrimination activities. When the initial posttest is completed, the child responds only to a limited "instance" of the concept. The child must acquire more "instances" before the concept

becomes a functional aspect of his environment. He can acquire this broader knowledge only when the teacher systematically builds these activities into the language sessions.

Recording Responses

Recording sheets which accompany the language program allow the teacher to keep an up-to-date record of all concepts presented to her class in a school year. The necessity for recording is clearcut. The more accurate data the teacher obtains on her children, the more confidently can she make valid statements of their progress.

The recording sheet is designed so that one sheet will serve as a record for one day's instruction for a class of 12 children. The teacher should:

(1) record the date
(2) fill in the children's names
(3) record, prior to instruction, on the sheet the lessons for each child for that day and where the child begins on a specific lesson
(4) record, as she teaches, the child's progress for that day
(5) analyze her data for the day, and prepare a sheet for the next day

A sample sheet (see page 31) illustrates the recording procedure.

(1) Jeff will begin on Stage 3 of the "Pick-Up" lesson plan,
(2) be pretested on "Ball" and
(3) be posttested on "Touch."

The space below the dotted line within each square is used to record the child's progress. If Jeff goes to stage 5 of "Pick-Up," that square will look like this:

PICK UP
3
5

If Jeff passes the pretest on "Ball" the square will look like this:

BALL
Post
P

SAMPLE RECORDING SHEET

Date: _____

NOTES	Jeff	Gail	Lisa	Robyn	Jody							
	PICK UP-3											
	BALL-Pre											
	TOUCH-Post											

If Jeff fails the posttest on "Touch," the square will look like this:

TOUCH
Post
F

The most valid pretest and posttest data can be obtained if children are tested individually. This assures that children's responses are "original," not imitated from other children. When conditions do not allow for individual testing, those conditions can be approximated by

(1) screening a child's responses from other children
(2) testing a child on concept A, teaching concept B, then testing another child on concept A

Whether pretesting, posttesting, or recording responses within the stages of a lesson plan, the teacher should make a habit of recording responses immediately. The further removed recording is from the behavior, the less valid the data becomes. Teachers who have taught Systematic Language Instruction have found the records they have kept useful in planning daily instruction, testing, and review sessions, assessing the children's progress, and revising their objectives and instructional sequences.

Providing Systematic Review

The teacher of the young retarded child is in an excellent position to insure that her pupils continue to demonstrate understanding of the concepts which they have learned, since her pupils are taught a limited number of concepts. The pretesting-posttesting sequence included in the systematic language procedures and the accompanying recording system provide the teacher with a list of concepts which children have been taught. This information provides a basis for developing a systematic review procedure.

The teacher may find it helpful to review the concepts at specified intervals. Initially, she might review all concepts every two weeks. Later she may find that the interval between review sessions is different for each child.

The procedure for systematic review involves only a few steps. After a teacher has taught a concept and recorded the date that a child passed the posttest, she might also record the date for the first review session on a separate recording sheet. On that review date, the teacher should include the materials for the posttest and the last demonstration and task request stage for the lesson to be

reviewed. She should administer the posttest in a 1:1 situation and record the responses of each child who takes the posttest. Those children who pass will proceed to other areas of instruction. Those who fail the posttest will go through the lesson. It is advisable to present pupils with the last demonstration and task request stage in the lesson. If the child passes, he proceeds to the terminal behavior stage and is posttested immediately. This would occur within one teaching session. If the child fails to meet criterion on the last task request stage, that lesson is terminated. In the next teaching session, instruction will begin at Stage 2 and proceed as if the child had failed the pretest for the first time. This allows the teacher to gather the appropriate materials later.

Children should be reviewed on concepts on more than one occasion. Some children may consistently pass review posttests. Increasingly longer intervals between reviews should be programmed for them, e.g., 2, 4, 8, and 12 week intervals. Children who consistently fail review posttests should review concepts at more frequent intervals. It is obvious that, when more time is spent in review, less time is available for teaching new concepts. Therefore the amount of time used to review must, of necessity, be limited. When instruction first begins, especially with children who function at very low levels, the number of concepts taught will initially be quite small. As the child's repertoire expands, the number of concepts taught will increase. Eventually, it will be a physical impossibility to review all the concepts taught at specified short intervals. For this reason, a system which provides for review at increasingly long intervals is essential.

When the teacher works with a small number of children and uses a limited number of materials which are quite common in the environment, the number of out-of-class encounters with a concept will be high. In each of these encounters, the teacher will find opportunities to "test" the child on a concept. These incidental encounters will indicate whether the child demonstrates knowledge of the concept. The teacher should use this information to determine which children respond correctly and do not need to be reviewed on a concept. Teachers should not rely on this "intuitive" evaluation completely, for three reasons. First, children should continue to meet a specified criterion on the review test, which is a different situation than the one-shot incidental task request. Second, a written record of the child's behavior is more accurate than a statement to the effect that "I know that he knows it." One represents valid data while the other does not. Third, when review is scheduled regularly, there is no opportunity for the teacher to "forget" to test certain concepts. A scheduled, systematic approach insures that concepts will be maintained in the child's repertoire over a long period of time.

CHAPTER V

DEVELOPING AND EXPANDING THE CHILD'S VERBAL REPERTOIRE

The Systematic Language Instruction curriculum can be conceived as a "program" which can be "entered" by a child with no verbal behavior. The desired terminal behavior for the child is functional language and speech. When we say "no verbal behavior" we mean that the child has not established intelligible vocal behavior or functional motor responses. Such a child may emit speech sounds. However, it is not necessary that he do so. The only prerequisite skill is the ability to execute a motor response which can be shaped into a touch response. Thus, to enter the program, the child need not use motor (gestural) responses to indicate his wants, emit speech sounds, single words, phrases or complete sentences, or spontaneously engage in conversations with others in his environment.

Sequence of Instruction

The sequence of instruction is:

1. Shape the child's attending behavior in a tutorial situation.
2. Shape other skills which are prerequisite to further instruction, including the touch response.
3. Teach concepts at a motor level, through a discrimination learning procedure.
4. Establish speech sounds.
5. Shape speech sounds into one-word vocal responses.
6. Pair motor ("touch") and vocal responses.
7. Minimize importance of "touch" response and teach concepts primarily at a vocal level.
8. Expand one-word vocal responses to two and three word phrases.
9. Chain noun and verb phrases into simple sentences.

10. Reinforce spontaneous vocal behavior in the language tutorial sessions (and outside in other settings).

11. Teach higher level verbal responses (reading and writing) and quantitative concepts.

The levels of instruction are sequential. However, instruction at the motor level proceeds simultaneously with the development of speech sounds and appropriate vocal (labeling) responses. This procedure enables the child to learn a variety of concepts while he is learning to vocalize what he "knows."

Basic Procedures

The basic procedures for establishing speech sounds and expanding an established vocal repertoire are similar. They are:

1. Define a response which can be reinforced.

2. Present a task request (a vocal response to be imitated, e.g., "Say 'Ball'" one time), and

3. Reinforce an acceptable approximation to that response, or

4. Withhold reinforcement and ignore (time-out) an unacceptable approximation to that response.

5. Present the consequence of the child's response (reinforcement or non-reinforcement) immediately and consistently. Clarify to the child the distinction between reinforcement and non-reinforcement.

6. Reinforce his successive approximations to the defined terminal vocal behavior.

7. As a response is shaped, increase the requirements for an acceptable response. This means, of course, that responses which were once acceptable are no longer defined as such. As a child demonstrates competence at increasingly higher levels, only his current level of competence is reinforced.

8. Once the program is initiated, stick with it.

The Starting Point

Given a child who is essentially non-vocal, the teacher's first task is to establish a response which can be reinforced. One method involves compressing a child's lips, then releasing them, and reinforcing the sound which is produced. Another method requires that the teacher place her fist just below the child's chest, then gently but forcefully push her fist forward. This procedure forces air out of the esophagus and produces an "uh" sound, which is immediately reinforced.

A third procedure focuses on the child's imitative repertoire. The teacher might begin by reinforcing imitations of her gross motor responses. When the child is imitating consistently and at a high rate, the teacher can shift to facial gestures, then to lip movements required for production of isolated speech sounds. This increases the likelihood that speech sounds will be produced and provides a starting point for production of speech sounds.

Speech Sound Production

When the teacher has elicited a speech sound from the child, her next tasks are to reinforce it until it is produced at a high rate and shape it into a "correct" intelligible speech sound. If the teacher works on one sound at a time and reinforces correctly, that sound should be shaped rapidly. Introduction of other speech sounds should be delayed until this goal is reached.

Once limited speech sound production is accomplished, the teacher has two alternatives: reinforce the production of all speech sounds in isolation, then blend them into words, or select a small repertoire of speech sounds which can be combined into words, then expand word production and continued speech sound production simultaneously. Her approach may depend on the child's existing repertoire of responses.

Combining Speech Sounds

The function of the language signal "Tell me" is critical at the higher levels of instruction and should be established early in the program. Therefore, in early stages of speech sound production, it is desirable to begin instruction with "Tell me, 'b.'" If the first speech sounds have been established solely through imitation, the "Tell me" segment of the language signal can be faded into the task request "Tell me,'b.'" When combining sounds into a word, the teacher might structure the task request in the following sequence:

Tell me, /'k'/ ...Reinforce /'k'/ ...Tell me, /'æ t'/ ...Reinforce /'æ '/ ...

Tell me /'k ...æ t'/ ...Reinforce /'k ... æ t'/ ...

Tell me /'kæ t'/ ... Reinforce /'kæ t'/.

If the child imitates the entire task request, "Tell me, /'kæt'/," it will be advisable to fade out the language signal "Tell me" until correct responding is reinstituted.

Selection of sounds to be combined into words should be based on two criteria. They should be easy to pronounce and they should represent sounds which can be combined into words for common objects.

Shifting From Motor to Vocal

If the child is learning to discriminate "balls" from "not-balls" at the motor level, the teaching sequence is:

Teacher: "Touch a ball."
Child touches ball and is reinforced.

If the child learns to articulate the vocal response "ball" independent of the stimulus object "ball," the teaching procedure shifts to:

Teacher: "Touch a ball."
Child touches ball.
Teacher: "Good. Tell me, 'ball.'"
Child: "Ball."
Teacher reinforces with "Good talking" or "Good, you said 'ball.'"

When the child consistently responds "ball" to "Tell me, 'ball'" in the presence of a ball, the teacher fades in the appropriate task request (question) "What is this?" in the following sequence:

Teacher: "What is this? Ball. Tell me, 'ball.'"
Child: "Ball."

The teacher controls the loudness of the two task requests to shift stimulus control from "Tell me" to "What is this?" When the procedure begins, "What is this" is introduced (faded in) softly. "Tell me" is spoken in a normal tone of voice or slightly louder. As instruction proceeds, "What is this" becomes louder while "Tell me" decreases in loudness. If the prompt "ball" is maintained, then the task request is "What is this? Ball." Then, the prompt "ball" is faded out and the child responds appropriately to the command, "What is this?"

Developing Response Chains

When the child responds consistently with one-word responses, the teacher's task is to expand single word responses into phrases, and phrases into sentences. To continue with the example "ball," the next terminal behavior for the child is the response "a ball."

Teacher: "What is this? A ball."

If the child responds appropriately, he is reinforced. If he does not respond appropriately, the teacher may briefly reinstitute the "Tell me" command and quickly fade it out when the child begins to respond appropriately. The procedure is:

Teacher: "What is this? A ball, tell me, 'a ball.'"

This becomes

"What is this? A ball." then
"What is this?" and the child responds "A ball" and is reinforced.

An alternative procedure requires fading in "a" when the child is initially being required to emit only a one-word response.

Teacher: "What is this? Ball."

then introduces

"What is this? A ball."

She then increases the loudness of "a," in order that "a" may be established as part of the response chain. This requires that the child imitate the prompt "a ball" without initially attending to "a."

When a two-word response chain is established, the teacher might introduce the adjective lesson plan. Using the same procedures, the teacher shifts the terminal behavior from "a ball" to "red ball" to "big red ball" to "A big red ball."

When a backward chaining procedure, as described above, is utilized, the sentence form "This is a ball" can be established by chaining "is" to "a ball," then linking "this" to "is a ball."

Teacher: "What is this?"
Child: "This is a ball."

An alternate procedure requires one's developing two phrases independently, then linking the chains. If "a ball" has been established, then the procedure is to establish "this is" independently.

Teacher: "Is. Tell me, 'is.'"
Child: "Is" and is reinforced.
Teacher: "This is. Tell me, 'this is.'"
Child: "This is" and is reinforced.

When the chain is established and the child is responding consistently, then the procedure is:

Teacher: "Tell me, 'this is.'"
Child: "This is" and is reinforced.
Teacher: "Tell me, 'a ball.'"
Child: "A ball" and is reinforced.
Teacher: "Tell me, 'this is a ball.'"
Child: "This is a ball" and is reinforced.

When the child begins to respond with the complete chain, the first two steps of the procedure may be deleted.

Linking two phrases such as "This is" and "a ball" has the advantage that several phrases can be linked to the independently established phrase "This is," e.g.,

"This is" ...
- "a ball"
- "a book"
- "a car"
- "a red ball"
- "a big green car," etc.

In the same manner, the phrase "I want" can be linked to a variety of phrases, e.g.,

"I want" ...
- "a candy"
- "a book"
- "a ball"
- "to go potty"
- "more food," etc.

The illustration which has been followed here centers on the imitative response. The teacher says what she wants repeated, administers the language signal ("Tell me") and prompts the answer, e.g.,

"This is a ball. Tell me ... 'this is a ball.'"

When one moves to question forms which require a "novel" response, the teaching procedure is:

Teacher holds up a cookie and says, "What do you want?"
Child says "cookie" and is reinforced.
Teacher says, "What do you want? A cookie. Tell me, 'a cookie.'"
Child says, "A cookie" and is reinforced.
Teacher says, "What do you want? A cookie?"
Child says, "A cookie" and is reinforced.
Teacher says, "What do you want? Tell me, 'want a cookie.'"
Child says, "Want a cookie" and is reinforced.
Teacher says, "What do you want? Tell me, 'I want a cookie.'"
Child says, "I want a cookie" and is reinforced.
Teacher says, "What do you want?"
Child says, "I want a cookie" and is reinforced.

Or, the alternate procedure may be used where "I want" and "a cookie" are independently established. Then, the question is asked "What do you want?" The prompt is inserted, "Tell me, 'I want a cookie.'" Then the prompt is faded and the appropriate response emitted to the question "What do you want?"

In the illustration, a stimulus object is present, ball, for "I want a ball," block, for "I want a block," etc. If this training is maintained at meal time where food is present, the child will begin to express himself to meet a physical need. Later, the child should establish functional use of "I want" and be able to express a range of "wants," including those not physically present.

The procedure for expanding the vocal repertoire are simple and consistent at the level of phrases and simple sentences. The same principles and procedures are utilized when the teacher begins to expand the child's vocal repertoire beyond this level.

As the number of concepts the child learns increases and as he becomes more proficient in vocalizing what he knows, he moves towards the terminal goal of the program, functional language and speech. While this terminal behavior may seem unattainable for the child who enters the program with no verbal behavior, the goal is realistic. Others (Lovaas, 1966; Sloane, Johnston, and Harris, 1968) have used similar procedures which have been drawn on here to teach psychotic and developmentally retarded children. Sloane, et al., have demonstrated that their techniques can be used by parents and others who lack extensive training.

Reinforcing Spontaneous Vocal Behavior

Children engage in behavior which has a payoff. They do not engage in behavior which has no payoff, or worse, which leads to punishment. Given that this relationship has been amply demonstrated,

it should be pointed out that the retarded child may not have a high reinforcing value to others in his environment. His behaviors (running up to family members and neighbors, talking to adults) are likely to be ignored and the child is likely to be avoided. If vocal behavior is not reinforced, a lower level of responding will result.

If the child is to expand his spontaneous vocal repertoire, it is critical that he be reinforced when he talks. The teacher needs to insure that others in the environment systematically reinforce a child for his appropriate vocal behavior. "Others" can include parents, other teachers in the school, and other children. This means that a reinforcement procedure must be carried on outside of the language session.

If the teacher simply indicates what the child <u>can</u> emit at the moment and what the effect of attending to the child will be, the child's spontaneous vocal behavior will increase. At the same time, the child's reinforcing "value" to others should increase and consequently increase the child's successful encounters with his environment.

Developing Reading Responses

Reading activities are an extension of functional speech and language development. A very general procedure has been developed to teach a small repertoire of reading responses to a small group (3-5) of retarded children. This procedure requires that the teacher:

1. Teach the concept "word," where "word" is defined as any set of letters drawn on a blackboard and then circled. Other objects are drawn on the board, e.g., kitty, ball, box, etc., so that the criteria for a discrimination task are met. (See "The Nature of the Learning Task," Chapter III above.)

   Teacher points to the word and says, "This is a <u>word</u>. Touch a <u>word</u>."

   When the child discriminates "words" from "not-words," the circle is faded out. The concept "word" has been established, as defined.

2. Teach individual words.

   (a) Teacher says, "This word is _____." "Touch the word _____." Child touches and is reinforced.

Teacher points and says, "What word is this?"
Child responds appropriately and is reinforced.

This procedure is repeated until the child responds appropriately to a small number of words. The words chosen at this stage might be the child's name, his classmates' names, and other nouns.

(b) Teach action verbs.

Teacher says, "This word is 'run'" and demonstrates running. Teacher then says, "What word is this?"

Child says, "run" and is reinforced.

This procedure is repeated until the child responds correctly and consistently. Run, touch, jump, walk, pick up, open, close, and other commonly used verbs can be taught using this procedure.

3. Combine words and phrases into simple sentences.

The teacher writes lists of nouns and verbs on the blackboard in columns:

Bob	run
Carol	jump
Ted	walk
Alice	

Teacher points to a pair of words and says:

"Carol, jump... Do it."

Carol jumps and is reinforced.

Teacher says, "What does Carol do?"
Children say "Carol jump(s)" and are reinforced.

Teacher says, "Read it... Carol, jump."
Child(ren) read it and are reinforced.

Teacher says, "Read it."
Child(ren) respond correctly and are reinforced.

At this point, the focus is on noun-object and verb-action association, not on tense. When children respond consistently, the procedure can be expanded.

Teacher writes on the board:

Bob	Touch	a ball
Alice	Open	a box
Carol	Close	a door
Ted		

The procedure is repeated, with the teacher emphasizing all elements of the "sentence." Articles can be faded into the "sentence." The words which are written on the blackboard should each have a referent in the classroom.

This basic procedure can be expanded to more complex construction such as:

"Bob and Alice, run and touch the wall."

At each level, the children read the sentence and perform the action(s). When a repertoire of reading responses has been established, the words can be used to form short stories written on paper and made into booklets for the children. Consistent with the philosophy that instruction should begin with objects and individuals close to the child, stories about a child are concrete and should be high in reinforcing value. If a vocabulary is taught which is consonant with well programmed reading series, the child will be taught to expand his reading activities.

SECTION TWO

PREREQUISITE BEHAVIORS

FOR

LANGUAGE INSTRUCTION

51.

INTRODUCTION

If children do not learn the prerequisite behaviors which are described in this section, they will probably experience difficulty progressing through the language curriculum. The sequence of lesson plans which constitute the language curriculum requires the child to attend to the relevant instructional stimuli and respond appropriately to the commands "Touch" and "Touch Another." If a child has not already learned these prerequisite behaviors, they must be taught before the rest of the language program is introduced. The material presented in this section concerning prerequisite behavior is based on the assumption that the child is capable of making a motor and a vocal response. If the child in fact does not, these responses must be systematically taught. Procedures for shaping a motor response are detailed in the "Shaping the Learner" section (see Chapter IV). Procedures for building vocal responses are detailed in the "Developing and Expanding the Child's Verbal Repertoire" section (see Chapter V).

The Prerequisite Behaviors Section includes: (a) a pretest for determining whether or not children have acquired each prerequisite skill; (b) instructional procedures for teaching these prerequisite skills; and (c) a posttest for determining if children have learned these skills. The teacher should first determine whether or not a child reliably performs the prerequisite skills to the stated criterion. These skills must be taught whenever necessary. When a child has passed the posttests for all prerequisite skills, then and only then should the teacher begin using the lesson plans for language instruction. When the prerequisite skills have been learned, intermittent reinforcement and periodic review of these prerequisite skills will help insure their continued use and enhance the child's subsequent learning.

"GOOD ATTENDING"

"Good attending" behaviors are prerequisite for learning. Structured learning requires that the child first observe or hear and then imitate a new response. Only when a child settles down in his chair, so that he may look at and listen to his teacher, is effective learning possible. For a child who looks or listens infrequently or inconsistently, structured learning may never take place. He must first be taught certain prerequisite behaviors.

In this lesson plan, T (the teacher) assumes that S (the child or student) has never been in a classroom setting and therefore structures an ideal set of learning conditions to teach S to attend to the relevant instructional cues. (1) Initially, she should work with only one child in very short sessions. Even when T has no assistants and has charge of several children, when initiating this lesson, she should be able to arrange brief individual sessions with S, after involving the other children in highly preferred quiet table activities (drawing, putting together puzzles, looking at books, stringing beads, etc.). (2) She should use an isolated room or corner which provides a minimum of distractions--that is, S should be away from extraneous sounds and should not be seated by a window or a table covered with toys or books. (3) She should use little or no language throughout the lesson.

Thus, T should be able to give all her attention to S and to make S's required responses almost inevitable. T's goals are to shape the desired behaviors as quickly and efficiently as possible, by teaching S that his "good sitting, " etc. is always followed by her smiles, hugs, and praise. T reinforces S whenever "good attending" behavior occurs, but she does not expect <u>all</u> the desired behaviors to be produced all of the time.

Standards change, as S begins to exhibit "good attending." At first, S is reinforced for any approximation to the desired behavior. Later, S is not reinforced until he more closely approximates the terminal behavior. Also, the duration of the session is lengthened, requiring S to demonstrate "good attending" for a longer period of time. Later, another child is introduced into the teaching situation. S is expected to maintain "good attending" in the presence of this potential distractor. Once this is established, more children can be introduced into the teaching session, one at a time. As the standards are being raised, and the teaching conditions are changed, T decreases the frequency of reinforcement, so that S is no longer reinforced continuously.

It is expected that S will pass all criteria for this lesson in approximately two weeks. The amount of time required depends, of course, upon S's ability to imitate the appropriate behaviors, the frequency of his inappropriate behaviors, the number of daily sessions S attends, the number of children in S's class, the teacher's effectiveness and her consistency in reinforcement.

It is essential that these "good attending" behaviors be taught and that S learn to demonstrate them whenever he is in the classroom. Logically, a child should not be placed in a group for instructional purposes until he has passed all the criteria the teacher has set for "good attending." Having met these criteria in individual sessions, then and only then is S demonstrably "ready" for group instruction. After S has learned the behaviors to criterion and has passed all the posttests, T will not begin any subsequent teaching sessions unless all children are displaying "quiet sitting." Also, before T calls on S to perform, S must be displaying "good looking" and "good listening." Initially, calling S's name sharply will elicit a startle response, which should increase the likelihood of these attending behaviors. When S is attending, T can then call on him to take his turn. Later, this startle response should be unnecessary.

Since sessions are short and fast-paced, and since T calls on S only when he is attending, S should never fail on a given response because of inattention. If S does not respond correctly because of inattention, T should consider it her failure.

Teaching Procedure

This lesson plan consists of ten stages

Stage 1 - "Good Sitting"

Stage 2 - "Quiet Sitting"

Stage 3 - "Good Hands"

Stage 4 - "Good Legs"

Stage 5 - "Good Sitting" with "Good Hands" and "Good Legs"

Stage 6 - "Good Looking"

Stage 7 - "Good Listening"

Stage 8 - Introduction of Another Child to the Teaching Situation

Stage 9 - Introduction of Three Other Children to the Teaching Situation

Stage 10- Introduction of Potentially Distracting Materials

It is expected that S will go through these stages with a minimum of difficulty, since each stage is programmed to introduce new behaviors gradually and to reinforce these new behaviors at a rate that will strengthen and maintain their occurrence. If S does have difficulty on a specific stage and cannot pass criterion within a reasonable length of time, T may drop that stage for the moment and proceed to a new stage. After that criterion is met, T should reintroduce the "problem stage."

MODEL LESSON PLAN: PREREQUISITE BEHAVIORS - "GOOD ATTENDING"

Objective

To shape each individual "good attending" behavior through reinforcement. The terminal criterion for "good attending" requires that S, unassisted, demonstrate "quiet sitting" for twenty minutes in a typical classroom with at least three other children. S should be able to maintain such "good attending" behavior with a minimum of reinforcement given and without any instances of his getting out of his chair, shouting, hitting, or kicking.

The "good attending" behaviors are:

1. "Good sitting" - S sits in his chair facing the teacher (neither moving his chair nor moving around in his chair).

2. "Quiet sitting" - S displays "good sitting" and is relatively quiet (displaying no disruptive behaviors such as babbling, talking, crying, or whining).

3. "Good hands" - S positions his hands so that they are on his lap (not in his mouth, fiddling with his hair, or away from his body so that hitting becomes probable).

4. "Good legs" - S positions his legs so that the knees are together and either his feet are resting on the floor in front of his chair or his legs are hanging down in front of his chair. (The child should not be allowed to sit on his legs or to swing his legs from side to side.)

5. "Good looking" - S looks toward the teacher or her lesson and focuses his eyes on the teacher or the lesson for the length of time required to perform the given task.

6. "Good listening" - S remains quiet during the task, attending to the teacher and not to irrelevant, extraneous cues.

Prerequisite Skills

None.

Pretest

No formal pretest is given before this lesson. T should observe the children when they are seated together for an activity like story

time. T must then decide which children need to go through the "good attending" lesson plan, or parts of it. Children may or may not need this basic instruction, depending upon what T chooses as her pass criterion. She must decide for herself which behaviors she will require of the children. T may feel, for example, that "good hands" are not absolutely necessary but that "quiet sitting" is of primary importance. Therefore, she might modify the terminal behavior criterion to require twenty minutes of "quiet sitting," without regard to S's hands or feet. It is essential that T be <u>consistent</u> once her criterion is set. If T demands "quiet sitting" of S today, then she must demand it tomorrow too and consistently reinforce it when it occurs.

In most cases, S will need work in <u>some</u> area(s) of "good attending" and the appropriate stage(s) should be used. It might be that all that is needed is more reinforcement from T when S performs the good behavior. On the other hand, some children may need continuous work on Stage 6 - "Good Looking," for instance, to develop proper eye contact with small objects.

If S demonstrates all of the "good attending" behaviors, T should still be aware that occasional reinforcement is necessary to maintain and strengthen their occurrence. Also, Stages 6 and 7 should be taught so that "Look!" and "Listen!" will become cues for appropriate responding by being paired with the appropriate actions.

STAGE 1 - "GOOD SITTING"

T works with S in an individual session. T places two chairs directly opposite one another.

Teaching Procedure: T takes S by the hand and positions S in front of his chair. T sits down. T pats S's chair and says, "S" (insert S's name). T waits for S to respond.

Reinforcement Procedure: If S sits down, immediately reinforce him by saying, "Good!" If S remains seated with no teacher assistance, T reinforces S at given intervals* by enthusiastically saying, "Good sitting!" T smiles and strokes S's shoulder or chin. T takes S by the hand and returns him to the group. Repeat procedure intermittently during the day.

Correction Procedure: If S fails, use the following SHAPING PROCEDURE to establish "good sitting": T gently positions S into his chair so that S is facing T. T gradually withdraws or, if necessary, reintroduces her direct assistance until S maintains the desired behavior for a specified period with no teacher assistance. With each closer approximation towards the criterion behavior, S is reinforced with "Good sitting!" If S fails to maintain the desired behavior (S attempts to leave his chair), T forces the response, exerting direct control. A more docile child may need only minimal control (T may place her hand on S's shoulder to keep him in his chair), whereas a more unmanageable child may need maximal control (T may force S into his chair and manually prevent him from leaving--in extreme cases, S may be tied down to his chair with a scarf).

Pass Criterion: Unassisted, S demonstrates "good sitting" for five minutes, with a minimum of reinforcement.

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*every five seconds at first, then after increasingly longer periods of time

STAGE 2 - "QUIET SITTING"

T works with S in an individual session. T places two chairs directly opposite each other.

Prerequisite: S demonstrates "good sitting" to criterion.

Teaching Procedure: S is sitting in his chair but displays some type of disruptive vocal behavior. T says, "Be quite" and immediately put her index finger up to her lips and quietly says, "Shhh." T picks up S's index finger, says, "Be quiet" and immediately puts S's finger to S's lips. T quietly says, "Shhh." T waits for S to sit quietly. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S sits quietly, reinforce him at given intervals* by enthusiastically saying, "Good, you're quiet!" T smiles and puts her finger up to her lips again saying, "Good, you're quiet!" T takes S by the hand and returns him to the group. Repeat procedure intermittently during the day.

Correction Procedure: Use a shaping procedure, similar to the one described in Stage 1, to establish "quiet sitting." (Here, the procedure would involve saying "Shhh," picking up S's index finger and saying, "Be quiet, then immediately putting S's finger up to S's lips, quietly saying, "Shhh.")

If T has used the above shaping procedure three times and S is still noisy, all further failures to be quiet should be handled with the TIME-OUT PROCEDURE: T says, "Be quiet" and immediately says, "Shhh," using her index finger. T "times-out" S by turning away so that her back is facing S. T waits until S is quiet for at least three seconds (or becomes less noisy). T then turns back and looks at S, reinforcing S by saying, "Good, you're quiet!" Gradually increase the length of time S is required to maintain quiet. Also, gradually require closer approximations to completely quiet behavior. Use this Time-Out Procedure until S remains perfectly quiet for a given period. Be sure to reinforce S whenever he makes acceptable approximations.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" for five minutes.

Note: In later stages, S should be required to demonstrate "quiet sitting" during the entire session. If S fails, go back to this second stage. Return to the given later stage after criterion for "quiet sitting" has been met.

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*every five seconds at first, then after increasingly longer periods of time

STAGE 3 - "GOOD HANDS"

T works with S in an individual session. T places two chairs directly opposite one another.

Prerequisite: S demonstrates "quiet sitting" to criterion. That is, S displays good sitting and is relatively quiet. "Quiet sitting" is systematically taught only if S does not already display that behavior (see Stage 2).

Teaching Procedure: T folds her hands, raises her folded hands to S's eye level and slowly lowers them to her lap. T touches S's hands and says, "S," refolds her hands and replaces them in her lap. T waits for S to respond. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S folds his hands and places them in his lap, immediately reinforce him by saying "Good!" If S maintains the behavior with no teacher assistance, reinforce him at given intervals* by enthusiastically saying, "Good hands!" T smiles and strokes S's hands. T takes S by the hand and returns him to the group. Repeat procedure intermittently during the day.

Correction Procedure: Use a shaping procedure, similar to the one described in Stage 1, to establish "good hands."

Pass Criterion: Unassisted, S demonstrates "quiet sitting" with "good hands" for five minutes, with a minimum of reinforcement.

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*every five seconds at first, then after increasingly longer periods of time

STAGE 4 - "GOOD LEGS"

T works with S in an individual session. T places two chairs directly opposite one another.

Prerequisite: S demonstrates "quiet sitting" to criterion.

Teaching Procedure: T places her legs so that her knees are together and her feet are resting on the floor in front of her chair. T calls S's attention to this by patting her upper legs and knees. Then pats S's upper legs and knees and says, "S." T waits for S to respond. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S places his legs so that his knees are together and either the feet are resting on the floor in front of his chair or the legs are hanging down in front of his chair, immediately reinforce him by saying, "Good!" If S maintains these behaviors with no teacher assistance, reinforce him at given intervals* by enthusiastically syaing, "Good legs!" T smiles and pats S's upper legs and knees. Also, reinforce "good hands" when it occurs. Then, T takes S by the hand and returns him to the group. Repeat procedure intermittently during the day.

Correction Procedure: Use a shaping procedure, similar to the one described in Stage 1, to establish "good legs."

Pass Criterion: Unassisted, S demonstrates "quiet sitting" with "good legs" for five minutes, with a minimum of reinforcement.

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*every five seconds at first, then after increasingly longer periods of time

STAGE 5 - "GOOD SITTING" WITH "GOOD HANDS" AND "GOOD LEGS"

T works with S in an individual session. T places two chairs directly opposite one another.

Prerequisite: S demonstrates "quiet sitting" to criterion.

Teaching Procedure: T demonstrates "good sitting," pats her chair and enthusiastically says, "Good sitting" and smiles. T demonstrates "good legs," pats her upper legs and knees and enthusiastically says, "Good legs" and smiles. T demonstrates "good hands," raises her folded hands to S's eye level and slowly lowers them to her lap and enthusiastically says, "Good hands" and smiles. T nods at S and says, "S." T waits for S to respond. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: When S sits on his chair with no teacher assistance, reinforce S enthusiastically with "Good sitting!" and with smiles. Also, enthusiastically reinforce "good legs" and "good hands" when they first occur. Repeat procedure within a 5-minute session.

Correction Procedure: If S does not emit "good sitting," immediately go back to Stage 1. If S does not emit "good legs" or "good hands" during the session, go back to the appropriate stage.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" throughout a 5-minute session, with no inappropriate leg movement and with hands relatively still and on S's lap.

Note: S has been taught the "ideal" behaviors for proper hand and leg placement. S is always reinforced when these behaviors first occur. However, only approximations to these behaviors are required since those approximations are sufficient for good attending.

STAGE 6 - "GOOD LOOKING"

T works with S in an individual session. T places two chairs directly opposite one another.

Materials: Four colorful, attractive toys that are highly reinforcing to S.

Prerequisite: S demonstrates "quiet sitting" to criterion.

Step A

Teaching Procedure: From a bag filled with four different toys and placed beside her chair, T pulls out a toy. T says, "Look" while she points to the object and attentively examines all sides of the toy. T looks at S and says, "S, look" as she lifts the toy to S's eye level and points to it. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S looks at the toy on command, immediately reinforce him by saying "Good!" and manipulate the toy so S can see all of its sides. If S continues looking for a given period with no teacher assistance, reinforce S enthusiastically at given intervals* with "Good looking" and with smiles. Also, reinforce "good sitting," "good legs," and "good hands" when they occur. Using a different toy, repeat Step A intermittently within a 5-minute session.

Correction Procedure: Use a shaping procedure, similar to the one described in Stage 1, to establish "good looking." (Here, the procedure would involve manipulating S's chin so that his face is directed toward T's face and saying "Look!" in a very firm, loud voice to startle S and force him to look up at T and the toy.) T should always point to the toy to indicate that this, and not T's face, is the object to look at.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" throughout the 5-minute session and "good looking" whenever T presents an object or commands S to look.

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*Specific time criteria are left to the teacher's discretion. In Stages 1-4, specific time intervals were indicated to indicate to T the frequency of reinforcement required to establish new behaviors. By this time, T should have acquired certain behavior patterns and she can begin to establish her own set of time intervals.

Step B

Repeat Step A while T points to a toy held in her lap, rather than at S's eye level. (This will teach S to attend to the stimulus, rather than to the teacher.)

Step C

Repeat Step A while T points to her face as she says, "S, look at me!" (This will teach S to attend to what T is saying.)

Step D

Repeat Step A while T points to a neutral, non-reinforcing object, rather than to a colorful toy. (This will teach S to attend to objects that may be uninteresting to him, but may still be important concepts.)

STAGE 7 - "GOOD LISTENING"

T works with S in an individual session. T places two chairs directly opposite one another.

Materials: A shrill whistle.

Prerequisite: S has passed criterion for "Attending to own name." S demonstrates "quiet sitting" to criterion.

Step A

Teaching Procedure: T says, "Listen," and another individual (positioned behind S) immediately blows a shrill whistle using normal force. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S immediately looks in the direction of the whistle sound, reinforce him enthusiastically with "Good listening!" and with smiles. Also, reinforce "good sitting," "good legs," and "good hands" when they occur. Repeat Step A intermittently within a 5-minute session.

Correction Procedure: If S does not immediately look in the direction of the sound, the other individual should blow the whistle using as much force as necessary to startle S and force him to look in the direction of the sound.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" throughout the 5-minute session. In addition, S looks in the direction of the whistle (blown using normal force) 3 consecutive times in a set of four trials.

Step B

Teaching Procedure: T says "Listen," and another individual (positioned behind or to the side of S) immediately calls S's name, using a normal tone of voice. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S immediately looks in the direction of the calling sound, reinforce as in Step A. While T is reinforcing S and has S's attention, the other individual should quietly change his position. Repeat this step intermittently within a 5-minute session, with the individual sounds coming from different positions each time.

Correction Procedure: If S does not immediately look in the direction of the sound, the other individual should call S's name as loud as necessary to startle him and force him to look in the direction of the sound.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" throughout the 5-minute session. In addition, S looks in the direction of the sound (called in a normal tone of voice) 3 consecutive times in a set of four trials.

Step C

Teaching Procedure: T says, "Listen to me," points to her mouth, and begins to hum a familiar tune in a normal tone of voice. (If S attempts to leave his chair, T should always restrain him with her hand.)

Reinforcement Procedure: If S immediately looks in T's direction, reinforce S by saying, "Good!" If S looks at T with no teacher assistance, reinforce him enthusiastically at given intervals* with "Good listening!" and with smiles. Also, reinforce "good sitting," "good legs," and "good hands" when they occur. Using singing, talking, and clapping (all at normal volume), repeat Step C intermittently within a 5-minute session.

Correction Procedure: If S does not immediately look in T's direction, T should call his name as loud as necessary to startle him and force him to look in T's direction.

Pass Criterion: Unassisted, S demonstrates "quiet sitting" throughout the 5-minute session and "good listening" whenever T makes a noise or commands S to listen.

*Specific time criteria are left to the teacher's discretion.

STAGE 8 - INTRODUCTION OF ANOTHER CHILD TO THE TEACHING SITUATION

T has worked with each child individually until the criterion for Stage 7 has been passed. At this time, a group situation may now be initiated.

It is necessary that S learn to attend only to the teacher and not to attend to irrelevant, extraneous cues from other children or from the classroom environment. Initially, T should not group two potentially disruptive children together because they may tend to reinforce each other's disruptive behaviors. Placing such a disruptive child with a more docile child would enable T to differentially reinforce certain desired behaviors. If both children have met criterion for the behaviors listed in Stages 1-7, T may work with them simultaneously during the 10-minute session. If one child is more advanced than another S, work primarily with the one who is less advanced, but intermittently reinforce the other child in order to maintain his "good attending" behaviors.

Materials: Same as those for Stage 6 and 7. T works with S and another child who is also at or beyond Stage 8. T places two chairs facing her chair.

Prerequisite: The two children each demonstrate "quiet sitting" to criterion.

Teaching Procedure: Repeat the activity in Stage 6 or 7 in a 10-minute session, using another toy. (Toys already introduced in Stage 6 or 7 may be used again as long as their presentation is randomized and the same toy is not used in two consecutive steps.) While in previous stages T has reinforced S for every occurrence of "good listening," "good looking," "good hands," or "good legs," at this stage it is necessary for T gradually to diminish the frequency of reinforcement. T should, therefore, reinforce specific behaviors which either have been slow in developing or have been problems in the past. Also, T should require S to demonstrate "quiet sitting" for increasingly longer periods of time and to remain seated in his chair for a full ten minutes. These conditions will more closely approximate typical classroom procedure. (If S attempts to leave his chair, T should always restrain him with her hand.)

Pass Criterion: Unassisted, S demonstrates "quiet sitting" during the 10-minute session, with a minimum of reinforcement.

To enable S to reach this goal, T might set up several subgoals. The following is a detailed example of how T might break the task into subgoals. Some children will require this gradual development; others may be able to meet criterion immediately.

First, T might require S to sit in his chair for the entire 10-minute session with no teacher assistance, with only one reinforcement every ten seconds. Then, unassisted, S would have to sit in his chair for the entire 10-minute session and demonstrate "quiet sitting" for a given period* during that session, with only one reinforcement every ten seconds. Gradually, S would be required to demonstrate "quiet sitting" for increasingly longer periods,* while the reinforcement would gradually decrease in frequency until a minimum of reinforcement is required.

It is essential to ignore all inappropriate behaviors which interfere with "good attending" and to reinforce all desired behaviors which are incompatible with those inappropriate behaviors. If disruptive behaviors occur, however, T should follow the Time-Out Procedure specified in Stage 2, "Quiet Sitting." T should then repeat either Stage 6 or 7 until S displays the terminal behavior and meets criterion.

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*Specific time criteria are left to the teacher's discretion.

STAGE 9 - INTRODUCTION OF THREE OTHER CHILDREN TO THE TEACHING SITUATION

After S has worked with one other child and has met criterion at Stage 8, a third and fourth child may be added to the group. These new children should have passed the criterion at Stage 8 together, so that they will be used to working with each other. As in Stage 8, if S and the other children are at Stage 9, T may work with all four children simultaneously during the 20-minute session. If some of the children are more advanced than others, T should work primarily with the less advanced children on Stage 9, while intermittently reinforcing the other children in order to maintain their "good attending" behaviors. If disruptive behaviors occur, the size of the group should be reduced. After criterion is met with this reduced number of children, criterion must be met with the original children in the group.

Materials: Same as those for Stage 6 or 7. T works with S and three other children who are also at or beyond Stage 9. T places four chairs in a semi-circle facing her chair.

Prerequisite: The four children each demonstrate "quiet sitting" to criterion.

Teaching Procedure: Repeat the activity of Stage 6 or 7 in a 20-minute session, using another toy. In this stage it is necessary to require S to demonstrate "quiet sitting" for increasingly longer periods of time and to remain seated in his chair for a full twenty minutes. (If S attempts to leave his chair, T should always restrain him with her hand.)

Pass Criterion: Unassisted, S demonstrates "quiet sitting" during the entire 20-minute session, with a minimum of reinforcement.

To enable S to reach this goal, T might set up several subgoals. The following is a detailed example of how T might break the task into subgoals. Some children will require this gradual development; others may be able to meet criterion immediately.

First, T might require S to sit in his chair for the entire 20-minute session with no teacher assistance, with only one reinforcement every ten seconds. Then, unassisted, S would have to sit in his chair for the entire 20-minute session and demonstrate "quiet sitting" for a given period* during that session, with only one reinforcement every ten seconds. Gradually, S would be required to demonstrate "quiet sitting" for increasingly longer periods* while the reinforcement would gradually decrease in frequency until only a minimum of reinforcement is required.

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*Specific time criteria are left to the teacher's discretion.

Again, T should reinforce those specific behaviors which she is emphasizing and ignore all inappropriate behaviors. For disruptive behaviors, T should follow the Time-Out Procedure specified in Stage 2, "Quiet Sitting." T should then repeat either Stage 6 or 7 until S displays the terminal behavior and meets criterion.

STAGE 10 - INTRODUCTION OF POTENTIALLY DISTRACTING MATERIALS

Throughout Stages 1-9, the teaching situation has been structured to minimize distracting materials which might interfere with S's attending. Although the teaching environment should always be as free as possible of irrelevant materials, T should gradually introduce those materials which will be present in typical teaching sessions. These might include a table covered with teaching items, a chalkboard, chalk, an eraser, a box of tissues, a wastebasket, and a tray.

Posttest

No formal posttest if given after this lesson. In essence, each stage of this lesson is a posttest for the previous stage. If, at any time, S displays poor attending behaviors, T may take S back to any stage of this lesson for a review of that specific skill.

Notes:

1. During each teaching session during the school term, T should intermittently reinforce each S for one of the "good attending" behaviors. This intermittent reinforcement will maintain S's "good" behaviors and demonstrate the effectiveness of reinforcement. This procedure will enable S to attend consistently to the teacher and have a maximal opportunity to learn the concepts presented.

2. The criteria for "good attending" appear to be quite stringent. They are written to provide the teacher with an optimum set of behaviors to establish and maintain. The authors realize that it is unrealistic to expect some, if not all, children to sit quietly with folded hands and "still" feet. The teacher will have to decide for herself what specific approximations to "good attending" she will require from individual children, bearing in mind that instruction is most effective when children are attending and are not exhibiting behaviors which interfere with appropriate responding.

Model Lesson Plan

ATTENDING TO OWN NAME

OBJECTIVE: To teach S, on hearing his name, to respond by looking at the speaker.

PREREQUISITE SKILLS: none

MATERIALS: none

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest While S is playing in a group of children, say S's name (in a normal speaking voice), S. Wait to see if S looks at you. Move on to another child. Repeat 3 times at intervals throughout the day.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S looks at T 3 consecutive times in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	
Stage 2. Task Request Play with S individually. While S is involved in his play, say S's name (with sufficient volume to attract the child's attention), S. (See Note.) Wait for 3-5 seconds for S to look up.	If S looks up at T, reinforce. T changes position in the room and repeats task request when S is again involved in his play. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Bring another child into the room. While S plays alone, talk to the other child. When S is involved in his play, say, S. (From this point on, to be correct, S must respond immediately.)	If S looks up at T, reinforce. Change position in the room and repeat task request when S is again involved in his play. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. S must respond immediately.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 4. Task Request Allow S to play with one child. When S is involved in his play, say, S.		
Stage 5. Terminal Behavior Allow S to play with at least two other children. When S is involved in his play, say, S.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Posttest While S is playing in a group of children, say S's name (in a normal speaking voice), S. Wait to see if S looks at you. Move on to another child. Repeat 3 times at intervals throughout the day.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S looks up at T 3 consecutive times in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5.	

Note:

T should gradually reduce the volume to a normal speaking voice as soon as S's attending responses permit.

Related Concepts:

In addition to teaching "attending to own name," this lesson plan may be used to teach S and his classmates to attend to the word "Everybody." This concept can be useful when a group response is preferable to an individual response. For example: "Everybody touch your nose." "Everybody touch your chair." "Everybody touch the wall."

Model Lesson Plan

"TOUCH" and "TOUCH ANOTHER"

OBJECTIVE: To teach S to respond to the task requests "Touch" and "Touch another."

PREREQUISITE SKILLS: None.

MATERIALS: 5 commonly-encountered objects.

Teaching Procedures	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest A Use a tray containing 5 commonly-encountered objects, and say, TOUCH. TOUCH. TOUCH. TOUCH.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S touches the tray or one or more of the objects on the tray 3 consecutive times in a set of 4 trials (S may touch the same object 3 times). See Note 1. Whether S passes or fails Pretest A, proceed to Pretest B.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest B Use tray of Pretest A, and say, TOUCH. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S touches one object and then touches a different object 3 consecutive times in a set of 4 trials. (S may touch one object twice but not in 2 consecutive trials.) "Touch another" is defined as touching an object that is not the same as the one touched in the previous trial. There are 4 possible combinations of passes and fails with respect to Pretest A (TOUCH) and Pretest B (TOUCH ANOTHER). Depending on a given S's performance, T has the following alternatives: If S passes both Pretest A and B, proceed to next lesson. If S passes Pretest A but not B, proceed to Stages 6-8. If S passes Pretest B but not A, proceed to Stages 2-5. If S fails both Pretest A and B, proceed to Stages 2-8.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing one common object. Touch the object 4 times (using closed fist with the index finger extended). Say, (each time) TOUCH.		
Stage 3. Task Request Use tray of Stage 2, and say, TOUCH. (See Note 2.)	Reinforce and repeat the task request. Pass Criterion: 3 consecutive correct "touch" responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 4. Task Request Repeat Stage 3 three more times. Use a different object each time. Use only one object each time.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Terminal Behavior for "Touch" Use a tray containing 4 commonly-encountered objects, and say, TOUCH.	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 6. Demonstration Use a tray containing 5 commonly-encountered objects placed in a row. Say, TOUCH, as you touch the object farthest to T's left. Then, moving from left to right, touch each of the other objects. Say, (each time) TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Task Request Use materials specified in Stage 6. Cover all objects with your hand, except the one that is farthest to T's left. Say, TOUCH. After a correct response, move from left to right and uncover one of the other objects, each time saying, TOUCH ANOTHER. (Give total of 5 trials.)	Reinforce and repeat task request. Pass Criterion: 1 correct response to "touch" and 3 consecutive correct responses to "touch another" in a total of 5 trials.	If S moves to touch an already-touched object, intercept the incorrect response and cover that object with your other hand. Then repeat the task request. Use the appropriate Correction Procedure.
Stage 8. Terminal Behavior for "Touch another" Use materials specified in Stage 6. Say, TOUCH. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER.	Reinforce. Pass Criterion: 3/4 for "Touch another."	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Posttest A Use a tray containing 5 commonly-encountered objects, and say, TOUCH. TOUCH. TOUCH. TOUCH. TOUCH.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S touches the tray or one or more of the objects on the tray 3 consecutive times in a set of 4 trials. (S may touch the same object 3 times.) If criterion is met, proceed to Stage 9, Posttest B. If criterion is not met, return to Stage 5.	
Stage 9. Posttest B Use tray of Pretest A, and say, TOUCH. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER. TOUCH ANOTHER.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: S touches one object and then touches a different object 3 consecutive times in a set of 4 trials. (S may touch one object twice but not in 2 consecutive trials.) "Touch another" is defined as touching an object that is not the same as the one touched in the previous trial. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 8.	

Notes:

1. For discriminative purposes, it is essential that, when touching, S use a closed fist with the index finger extended. T can shape this response in Stage 3 if S does not imitate T's touching response correctly.

2. Be <u>sure</u> to prevent S from picking up any object during this lesson.

Generalizations and Discriminations:

After another related action verb (such as "pick up") has been taught and S has passed criterion for both verbs, T introduces these two verbs in a discrimination exercise. T says, "S, <u>touch</u>," "S, <u>pick up</u>," etc.

SECTION THREE

LESSON PLANS

FOR

LANGUAGE INSTRUCTION

Master Lesson Plan

OBJECT DISCRIMINATION: Ball

OBJECTIVE: To teach S to respond correctly to the request "Touch a ball" when a ball is presented along with other objects.

PREREQUISITE SKILLS: S responds appropriately to "Touch (another)."

MATERIALS: 4 identical balls; 4 balls, varying in size and color only; 1 set of 4 objects which vary in size and color, e.g., 4 boxes (called "not-balls." See Note 1.).

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INTRODUCTORY COMMENTS:

This lesson plan is designed primarily for objects which are accessible and which can be placed on a small tray.

The "Object Discrimination: Door" lesson plan should be used for objects which are too large, are immovable, or do not lend themselves to the format of this lesson plan.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 4 balls (varying in size and color only) and 1 set of 4 not-ball items. Say, emphasizing the underlined words, S, TOUCH A <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. (Insert child's name for S.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	
Stage 2. Demonstration Use a tray containing 4 identical balls. Touch one ball after another, saying, THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>.	Comment: If S begins to imitate T's responses during the demonstration, either (a) gently restrain S by placing a hand on him, or (b) say "S, wait." Reinforce S by saying, "Good waiting." (This procedure applies to all lesson plans.)	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2. Say, S, TOUCH A <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>.	If S touches a ball, enthusiastically reinforce him with smiles, hugs, and praise. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Correction Procedure for <u>No Motor Response</u>: See Note 3.
Stage 4. Demonstration Use a tray containing 4 balls varying in size and color. Touch one ball after another, saying, THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>. THIS IS A <u>BALL</u>.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Task Request Use materials specified in Stage 4, and say, S, TOUCH A <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>.	If S touches a ball, enthusiastically reinforce him with smiles, hugs, and praise. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	If S makes no motor response, use Correction Procedure for <u>No Motor Response</u>. (See Note 3.) If S does not touch <u>another</u> ball but instead touches the <u>same</u> ball use Correction Procedure for <u>Incorrect Motor Response</u>, stressing "Touch <u>another</u> ball." (See Note 4)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Add 1 not-ball to tray of Stage 5, placing it at the back of the tray where S cannot reach it easily, and say, S, TOUCH A <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>.	If S touches a ball, enthusiastically reinforce him with smiles, hugs, and praise. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	If S makes no motor response, use Correction Procedure for <u>No Motor Response</u>. (See Note 3.) If S does not touch <u>another</u> ball, but instead touches the <u>same</u> ball use Correction Procedure for <u>Incorrect Motor Response</u>, stressing "Touch <u>another</u> ball." (See Note 4.) If S does not touch a <u>ball</u> but instead touches a <u>not-ball</u> use Correction Procedure for <u>Incorrect Motor Response</u>, stressing "Touch a <u>ball</u>." (See Note 4.)
Stage 7. Task Request Repeat Stage 6, using 2 not-balls placed slightly to the rear of the tray.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Terminal Behavior Repeat Stage 6, using 4 not-balls placed randomly on the tray interspersed with the balls.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	If S makes repeated errors, reteach Stage 7. Then, while repeating Stage 7, gradually move the not-balls so they are in the positions required in Stage 8.
Stage 9. Posttest Use a tray containing 4 balls (varying in size and color only) and 1 set of 4 not-ball items. Say, emphasizing the underlined words, S, TOUCH A <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. S, TOUCH ANOTHER <u>BALL</u>. (Insert child's name for S.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 8.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Optional Stage: For children who have mastered the yes-no confirmative response. (Before beginning this stage, give S the posttest for the Yes-No Confirmative Response, using only not-balls, to assure that S can still use this response appropriately.) Use materials specified in Stage 8. Pick up a ball, and say, S, IS THIS A BALL? Pick up a not-ball, and say, S, IS THIS A BALL? Repeat the above 2 trials.	If S responds correctly, enthusiastically reinforce him with smiles, hugs, and praise. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Correction Procedure for No Vocal Response: See Note 5. Correction Procedure for Incorrect Vocal Response: See Note 6.

Notes:

1. The not-ball objects should be unfamiliar items, which have never been taught. This is to insure that S will not be responding simply by the process of elimination.

2. This lesson contains several seemingly identical stages. They differ only in the materials used. This gradual lesson development is essential to errorless learning of the concept "ball." Each lesson is programmed toward the goal of errorless learning.

3. Correction Procedure for No Motor Response:

   If S makes no motor response, the teacher:

   (1) Directs the child to make the correct motor response upon request. T guides S's hand to a ball, saying, S, TOUCH A BALL. Give no reinforcement.

   (2) Repeats the task request, S, TOUCH A BALL.

   A. If S responds correctly, reinforce with enthusiastic smiles, hugs, and praise. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

   B. If S again makes no response, the teacher:

   1' Terminates S's turn for the moment and calls on another child or presents S with another activity.

   2' Returns to S later in the same or next teaching session. At this time, T begins the Additional Demonstration Stage by:

   a. Giving the task request, TOUCH A BALL, and forcing S to make the correct response.

   b. Repeating this sequence 3 more times.

(Continued)

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3. Correction Procedure for No Motor Response (Continued):

c. Repeating the task request and waiting for S to make the self-initiated response of touching a ball.

(1') If S responds correctly, reinforce. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

(2') If S again responds incorrectly, repeat the Additional Demonstration Stage in the next teaching session.

4. Correction Procedure for Incorrect Motor Response:

If S does not touch another ball but instead touches the same ball or indicates he is about to do so, the teacher uses the following procedure, stressing "Touch another ball":

(1) Intercept the incorrect response before it is completed. T prevents the incorrect response by grabbing S's hand before he touches the same ball.

(2) Direct the child to make the correct motor response upon request. T covers the already touched ball from S's view. T grasps S's hand and directs it to another ball, saying, S, TOUCH ANOTHER BALL. Give no reinforcement.

(3) Repeat the task request, S, TOUCH ANOTHER BALL.

A. If S responds correctly, reinforce with enthusiastic smiles, hugs, and praise. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

B. If S again responds incorrectly, the teacher:

1' Intercepts the incorrect response.

2' Terminates S's turn for the moment and calls on another child or presents S with another activity.

3' Returns to S later in the same or next teaching session. At this time, T begins the Additional Demonstration Stage, as outlined above.

5. Correction Procedure for No Vocal Response:

If S makes no vocal response, the teacher:

(1) Models the correct vocal response. T picks up a ball and says, S, IS THIS A BALL? YES! If S makes an imitative "yes" response, a neutral "OK" may be given.

(2) Waits five seconds and repeats the task request, S, IS THIS A BALL?

A. If S responds correctly, reinforce with smiles, hugs and praise. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

B. If S again makes no response, the teacher:

1' Terminates S's turn for the moment and calls on another child or presents S with another activity.

2' Returns to S later in the same or next teaching session. At this time, T begins the Additional Demonstration Stage by:

a. Giving the task request and modeling the correct response, S, IS THIS A BALL? YES!

b. Repeating this sequence 3 more times.

c. Repeating the task request and waiting for S to make the self-initiated response, "Yes."

(1') If S responds correctly, reinforce. Repeat the task request and continue the procedure until S meets or fails to meet the criterion.

(2') If S again makes no response, repeat the Additional Demonstration Stage in the next teaching session.

6. Correction Procedure for Incorrect Vocal Response:

If S makes an incorrect response, such as "No" (or "Ball"), the teacher:

(1) Interrupts S by saying the correct vocal response as soon as S initiates production of the incorrect response. When T hears S respond, "Nnn," T immediately says, "yes!" before S completes the "No" response.

(2) Then follows Steps (1) and (2) of the Correction Procedure for No Vocal Response.

Generalizations and Discriminations:

1. This learning should be generalized to all balls, especially if pictures, and not real objects were used to teach the concept in the lesson plan.

2. When "ball" and another object have been learned to criterion, they should be used in a discrimination activity: "Touch the ball;" "Touch the spoon;" etc.

Model Lesson Plan

YES-NO RESPONSE - INDICATIVE

OBJECTIVE: To teach S to make the appropriate "yes" or "no" response to questions such as "Do you want a candy?" and "Do you want me to slap you?"

PREREQUISITE SKILLS: Upon request, S imitates vocal sounds.
Upon request, S responds by touching "candy," "cereal," and "soap."

MATERIALS: A bowl containing small pieces of candy, a bowl containing small bits of cereal, a bar of soap. (See Note 1.)

INTRODUCTORY COMMENTS:

1. There are two separate lesson plans for teaching the yes-no response:

   a. YES-NO INDICATIVE, in which the child, by his vocal response to T's question, indicates whether or not he wishes to experience a certain consequence. E.g., "Do you want to eat candy?" "Yes."

   b. YES-NO CONFIRMATIVE, in which the child, by his vocal response to T's question, affirms whether or not she is correctly labeling a given object. E.g., "Is this a ball?" "Yes."

Since the yes-no indicative response is more meaningful to S due to its immediate consequences, it should generally be taught first. When the lesson plan procedures are followed, learning is usually rapid and dramatic. (However, if S does not master the yes-no indicative response within approximately 2 weeks, T may proceed to the yes-no confirmative lesson plan.)

The yes-no confirmative response is important to the teacher because it provides an immediate test of a child's knowledge of given concepts. It should be taught after the yes-no indicative lesson.

2. The yes-no indicative response is most effectively and dramatically taught when there is an individual other than the teacher to model the demonstration-task request-child response-consequence

sequence. The model (M) may be either an adult or a child who uses the yes-no indicative response appropriately. However, an adult is preferable, since T can be certain that the adult's responses will be correct. If no adult model is available, it is recommended that T model the correct responses herself. If T feels that the Demonstration is unnecessary for her group, she may try using only Task Requests without the use of (herself as) a model.

3. When using a model, give Demonstration and Task Request within each stage. If no model is available, give only the Task Request.

4. If neither lesson play effectively teaches S the "yes-no" response, T may drop it from her formal sessions and teach it informally by presenting it intermittently throughout the day and requiring S to imitate her.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing a bowl of cereal, a bowl of candy, and a bar of soap. Say (using neither "yes" nor "no" voice cue), S, DO YOU WANT TO <u>EAT</u> <u>CANDY</u>? S, DO YOU WANT TO <u>EAT</u> <u>SOAP</u>? S, DO YOU WANT TO <u>EAT</u> <u>CEREAL</u>? S, DO YOU WANT ME TO <u>SLAP</u> YOU? (See Notes 2 and 3.)	Do not reinforce a correct response and do not correct an incorrect response. Do <u>not</u> give S the candy, cereal, or soap. Do <u>not</u> slap S. Pass Criterion: 3 consecutive correct responses of "yes" or "no" in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration and/or Task Request Use a tray containing a bowl of candy. Demonstration, using a model (M): T looks a M and, using the "yes" voice cue and affirmative headshake, says, M, DO YOU WANT TO EAT CANDY? (See Note 4.) M enthusiastically responds, "Yes!" T gives M a piece of candy, which M eats with enthusiasm. Demonstrate 4 times. Proceed to Task Request.		
Task Request, not using a model: T looks at S and, using the "yes" voice cue and affirmative headshake, says, S, DO YOU WANT TO EAT CANDY? (See Note 4.) T waits for 3-5 seconds for a response on trials 1 and 2. On trials 3 and 4, S must respond immediately; if not, T uses the appropriate Correction Procedure. (See Note 5.)	Reinforce (give S a piece of candy) and repeat task request. Pass Criterion: 3 consecutive, correct, spontaneous responses of "Yes," in a set of 4 trials.	Do not give S a piece of candy. Use either: Correction Procedure for No Vocal Response or Correction Procedure for Incorrect Vocal Response.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Demonstration and/or Task Request Repeat Stage 2 using a bowl containing small bits of cereal. From this point on, S must respond immediately.		
Stage 4. Terminal Behavior for "Yes" Use a tray containing a bowl of candy and a bowl of cereal. Say (using no cues), S, DO YOU WANT TO EAT CANDY? S, DO YOU WANT TO EAT CEREAL? S, DO YOU WANT TO EAT CANDY? S, DO YOU WANT TO EAT CEREAL?	Reinforce (give S the appropriate food). Pass Criterion: 3/4 immediate, consecutive, correct spontaneous responses of "Yes."	Do not give S any food. Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Demonstration and/or Task Request Pick up a bar of soap. Demonstration, using a model (M): T looks at M and, using the "no" voice cue and negative headshake, says, M, DO YOU WANT TO EAT SOAP? (See Note 6.) M dramatically responds, "No." T reinforces M, saying "Good work." Demonstrate 4 times. Proceed to Task Request.		
Task Request, not using a model: T looks at S and, using the "no" voice cue and negative headshake, says, S, DO YOU WANT TO EAT SOAP? (See Note 6.) T waits for 3-5 seconds for a response on trials 1 and 2. On trials 3 and 4, S must respond immediately; if not, T uses the appropriate Correction Procedure.	Reinforce (with "Good work!") and repeat task request. Pass Criterion: 3/4 consecutive, correct spontaneous responses of "No."	Force the bar of soap into S's mouth. Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Demonstration and/or Task Request Demonstration, using a model (M): Raise your hand as if you are going to slap M and, using the "no" voice cue and negative headshake say, M, DO YOU WANT ME TO SLAP YOU? M responds and T reinforces as in Stage 5. Demonstrate 4 times. Proceed to Task Request.		
Task Request, not using a model: Raise your hand as if you are going to slap S and, using the "no" voice cue and negative headshake, say, S, DO YOU WANT ME TO SLAP YOU? From this point on, S must respond immediately.	Reinforce (with "Good work!") and repeat Task Request. Pass Criterion: 3/4 immediate, consecutive, correct spontaneous responses of "No."	Slap S on the knee. The slap should be firm but not hard enough to hurt S. Use the appropriate Correction Procedure.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Terminal Behavior for "No" Pick up a bar of soap, and say (using <u>no</u> cues), S, DO YOU WANT TO <u>EAT SOAP</u>? Raise your hand as if you are going to slap S, and say (using <u>no</u> cues), S, DO YOU WANT ME TO <u>SLAP</u> YOU? Repeat the above two task requests.	Reinforce (with "Good work!") Pass Criterion: 3/4 immediate, consecutive, correct spontaneous responses of "No."	Force the bar of soap into S's mouth or slap S on the knee. Use the appropriate Correction Procedure.
Stage 8. Terminal Behavior Use a tray containing a bowl of candy, a bowl of cereal and a bar of soap. Say (using neither "yes" nor "no" voice cue), S, DO YOU WANT TO <u>EAT CANDY</u>? S, DO YOU WANT TO <u>EAT SOAP</u>? S, DO YOU WANT TO <u>EAT CEREAL</u>? S, DO YOU WANT ME TO <u>SLAP</u> YOU?	Reinforce appropriately. Pass Criterion: 3/4 immediate, consecutive, correct spontaneous responses.	Do <u>not</u> give S any food. <u>Do</u> the appropriate aversive action, where applicable. Use the appropriate Correction Procedure

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Posttest Use materials specified in the Pretest. Say (using neither "yes" nor "no" voice cue), S, DO YOU WANT TO EAT CANDY? S, DO YOU WANT TO EAT SOAP? S, DO YOU WANT TO EAT CEREAL? S, DO YOU WANT ME TO SLAP YOU? (See Notes 2 and 3.)	Do not reinforce a correct response and do not correct an incorrect response. Do not give S the candy, cereal, or soap. Do not slap S. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 2, 5 or 8.	

Notes:

1. In the place of candy and cereal, any edible that is highly preferred by S may be used. If foods are not generally reinforcing to S, T should use S's favorite toy(s).

2. Since high-preference foods (or toys) are used in questions 1 and 3, it is expected that the child will respond "Yes." "Yes" is the only acceptable response to these questions in the pretest and posttest. To increase the likelihood of "yes" responses, take special care to teach this lesson some time after the child's most recent meal or snack. A "no" response, even if it is appropriate to the specific circumstances in a given situation, is not accepted as correct.

3. It is expected that S will not want to eat soap or be slapped. While some children may find such consequences reinforcing and thus appropriately respond to questions 2 and 4 with "Yes," the only acceptable response to these questions is "No." T should first use the appropriate correction procedure. If S still responds incorrectly, T should then substitute a more suitable task request for that S.

4. The "yes" voice cue, a high-pitched and upward-inflected voice, is used to prompt S to say "Yes."

5. Some children, due to previous training, may respond "Candy, please" instead of "Yes." T should then consistently say, "Yes" before S can complete his incorrect response. Then, when S has learned to respond "Yes," T can build the "Yes, please" and "Yes, I want candy, please" responses into S's repertoire. Similarly, if S responds with headshakes, T should say, "Yes" to build in the desired vocal response. See Chapter 5, Developing and Expanding the Child's Verbal Repertoire.

6. The "no" voice cue, a low-pitched and downward-inflected voice, is used to prompt S to say "No."

Generalizations and Discriminations:

T should encourage "yes" and "no" indicative responses in a variety of teaching and informal situations. This response is basic for much of the child's later concept learning.

Model Lesson Plan

YES-NO RESPONSE - CONFIRMATIVE

OBJECTIVE: To teach S to make the appropriate "yes" or "no" response to questions such as "Is this a candy?"

PREREQUISITE SKILLS: Upon request, S imitates vocal sounds.
Upon request, S responds by touching "ball," "glass," and "pencil."

MATERIALS: 4 balls, 1 glass, 1 pencil.

INTRODUCTORY COMMENTS: See Yes-No Response - Indicative Lesson Plan, Introductory Comments.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 1 ball, 1 glass and 1 pencil. Pick up a ball, and say, S, IS THIS A BALL? Touch the ball, and say, S, IS THIS A GLASS? Touch the ball again, and say, S, IS THIS A PENCIL? Touch the ball again, and say, S, IS THIS A BALL? (Use neither "yes" nor "no" voice cue throughout.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses of "Yes" or "No" in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 4 balls. Pick up a ball, and say, (using the "yes" voice cue and affirmative headshake) THIS IS A <u>BALL</u>. IS THIS A <u>BALL</u>? <u>YES</u>! (See Note 1.) Point to the ball each time a word is emphasized. Demonstrate 4 times, using a different ball each time.		
Stage 3. Task Request Use materials specified in Stage 2. Pick up a ball, and say, (using the "yes" voice cue and affirmative headshake) S, IS THIS A <u>BALL</u>? <u>YES</u>! IS THIS A <u>BALL</u>? TELL ME, <u>YES</u>! Point to the ball each time a word is emphasized. T waits for a few seconds for an imitative response on trials 1 and 2. (See Note 2.) On tirals 3 and 4, S must respond immediately; if not, T uses the appropriate Correction Procedure.	Reinforce and repeat task request, using a different ball each time. Pass Criterion: S says "Yes" 3 consecutive times in a set of 4 trials.	Use either: Correction Procedure for <u>No Vocal Response</u>. or Correction Procedure for <u>Incorrect Vocal Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Task Request Use materials specified in Stage 2. Pick up a ball, and say, (using the "yes" voice cue and affirmative headshake) S, IS THIS A <u>BALL</u>? <u>YES</u>! IS THIS A <u>BALL</u>? Point to the ball each time a word is emphasized. T waits for a response. From this point on, S must respond immediately.	Reinforce and repeat task request, using a different ball each time. Pass Criterion: 3/4 immediate, consecutime correct, spontaneous responses of "Yes."	Use the appropriate Correction Procedure. T must <u>gradually</u> fade out the use of her cues so that S will not be dependent upon them.
Stage 5. Terminal Behavior for "Yes" Use materials specified in Stage 2. Pick up a ball, and say, (using <u>no</u> cues) S, IS THIS A <u>BALL</u>?		
Stage 6. Repeat Stages 4-5 using 2 other already known objects (for example, a glass and a pencil).		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Demonstration Use a tray containing 4 balls. Pick up a ball, and say, S, THIS IS A <u>BALL</u>. Then, say (using the "no" voice cue and negative headshake), IS THIS A <u>GLASS</u>? <u>NO</u>! (See Note 3.) Point to the ball each time a word is emphasized. Repeat the entire demonstration 4 times, using a different ball each time.		
Stage 8. Task Request Use materials specified in Stage 7. Pick up a ball, and say (using the "no" voice cue and negative headshake), S, IS THIS A <u>GLASS</u>? <u>NO</u>! IS THIS A <u>GLASS</u>? TELL ME, <u>NO</u>! Point to the ball each time "glass" is emphasized. T waits for 3-5 seconds for an imitative response on trials 1 and 2. On trials 3 and 4, S must respond immediately; if not, T uses the appropriate Correction Procedure.	Reinforce and repeat task request, using a different ball each time. Pass Criterion: S says "No" 3 consecutive times in a set of 4 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Task Request Use materials specified in Stage 7. Pick up a ball, and say (using the "no" voice cue and negative headshake), S, IS THIS A <u>GLASS</u>? <u>NO</u>! IS THIS A <u>GLASS</u>? Point to the ball each time "glass" is emphasized. T waits for a response. From this point on, S must respond immediately.	Reinforce and repeat task request, using a different ball each time. Pass Criterion: 3/4 immediate, consecutive, correct, spontaneous responses of "No."	Use the appropriate Correction Procedure. T must <u>gradually</u> fade out the use of her cues so that S will not be dependent upon them.
Stage 10. Terminal Behavior for "No" Use materials specified in Stage 7. Pick up a ball, and say (without using any cues), S, IS THIS A <u>GLASS</u>?		
Stage 11. Repeat Stages 9-10, using other objects. (For example, pick up a ball and say, "Is this a <u>glass</u>?" or pick up a pencil and say, "Is this a <u>box</u>?")		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 12. Terminal Behavior Use a tray containing 1 ball, 1 glass, and 1 pencil. Pick up a ball, point to it and say (without any cues), S, IS THIS A <u>BALL</u>? Touch the ball, and say (without any cues), S, IS THIS A <u>GLASS</u>? Touch the ball again, and say (without any cues), S, IS THIS A <u>PENCIL</u>? Touch the ball again, and say (without any cues), S, IS THIS A <u>BALL</u>?	Reinforce. Pass Criterion: 3/4 consecutive correct responses.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 13. (To be given in the next teaching session) Use materials specified in Stage 12. Pick up a pencil, and say (without any cues), S, IS THIS A BALL? Touch the pencil, and say (without any cues), S, IS THIS A GLASS? Touch the pencil again, and say (without any cues), S, IS THIS A PENCIL? Touch the pencil again, and say (without any cues), S, IS THIS A BALL? (See Note 4.)	Reinforce. Pass Criterion: 3/4 consecutive correct responses.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 14. Posttest Use materials specified in Pretest. Pick up a ball, and say, S, IS THIS A <u>BALL</u>? Touch the ball, and say, S, IS THIS A <u>GLASS</u>? Touch the ball again, and say, S, IS THIS A <u>PENCIL</u>? Touch the ball again, and say, S, IS THIS A <u>BALL</u>? (Use neither "yes" nor "no" voice cue throughout.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. S must respond immediately. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5, 10, or 12.	

Notes:

1. The "yes" voice cue, a high-pitched and upward-inflected voice, is used to prompt S to say "Yes."

2. Some children, due to previous training, may respond "Ball" instead of "Yes" when presented with a ball. T should then consistently say "Yes" before S can complete his incorrect response. Then, when S has learned to respond "Yes," T can build the "Yes, it is a ball" response into S's repertoire.

3. The "no" voice cue, a low-pitched and downward-inflected voice, is used to prompt S to say "No."

4. If S makes repeated errors on Stage 13, T could modify the lesson and use these task requests since some children associate names better than objects with "Yes" and "No":

   ARE YOU S?

   ARE YOU (BOBBY)?

   ARE YOU (MARY)?

   Later, objects could be introduced gradually in an informal situation.

Generalizations and Discriminations:

T should generalize the learning of "yes" and "no" to include many different already-known objects.

Model Lesson Plan

OBJECT DISCRIMINATION: Door

OBJECTIVE: To teach S to respond appropriately to "Touch a door" when S is in a classroom containing many other objects.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Touch."

MATERIALS: A room with a door.

INTRODUCTORY COMMENT: This plan is used to teach objects which are not easily accessible or manipulable. If objects are not readily accessible, use pictures of the objects to teach the concepts. Real objects should be used whenever possible.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Pretest with at least 2 other items which could be taught using this lesson plan. Alternate the task requests: S, TOUCH A DOOR. (Give 4 trials in total.) S, TOUCH A (table). (Give 4 trials in total.) S, TOUCH A (window), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2, teaching the object(s) that S failed.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration and Task Request Stand up and touch a door, saying, THIS IS A <u>DOOR</u>. Then say, S, TOUCH A <u>DOOR</u>. Repeat this 3 more times intermittently during the same teaching session.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 3. Repeat Stage 2 in another room, if possible, using another door.		
Stage 4. Terminal Behavior Say, S, TOUCH A <u>DOOR</u>. Repeat this 3 more times intermittently during the same teaching session.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Posttest As in Pretest, alternate the task requests: S, TOUCH A <u>DOOR</u>. (Give 4 trials in total.) S, TOUCH A (table). (Give 4 trials in total.) S, TOUCH A (window), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 4, teaching the object(s) that S failed.	

Generalizations and Discriminations:

1. This concept should be generalized to other doors in the school, especially if pictures were used to teach the concept in the lesson plan.

2. When all items have been taught to criterion, introduce them in a fast-paced activity: "Touch a door," "Touch a table," "Pick up a chair," "Sit on the floor," etc. Use the task requests "Pick up" and "Sit" only if S has already learned them to criterion.

Model Lesson Plan

OBJECT DISCRIMINATION - BODY PARTS: Nose

OBJECTIVE: To teach S to touch his nose upon request.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Touch."

MATERIALS: None.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Pretest "nose" along with at least 2 other body parts. (See Note 1.) Alternate the task requests: S, TOUCH YOUR <u>NOSE</u>. (Give 4 trials in total.) S, TOUCH YOUR (eye). (Give 4 trials in total.) S, TOUCH YOUR (mouth), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2, teaching the body part(s) that S failed.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration and Task Request Say, THIS IS YOUR <u>NOSE</u>, touching S's nose when saying "nose." Then say, S, TOUCH YOUR <u>NOSE</u>. Repeat this 3 more times intermittently during the same teaching session.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	See Note 2. Use either: Correction Procedure for <u>No Motor Response</u>. or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 3. (To be given later that same session and in the <u>next</u> teaching session.) Repeat Stage 2 to provide S with repeated exposures to "nose."		
Stage 4. Terminal Behavior Say, S, TOUCH YOUR <u>NOSE</u>. Repeat this 3 more times intermittently during the same teaching session.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Posttest As in Pretest, alternate the task requests: S, TOUCH YOUR NOSE. (Give 4 trials in total.) S, TOUCH YOUR (eye). (Give 4 trials in total.) S, TOUCH YOUR (mouth), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 4, teaching the body part(s) that S failed.	

Notes:

1. Children who function at a very low level of competence often make haphazard or random responses when a task involves several unknowns, even when they have already learned some of the required tasks. For these children, it may be desirable to test "nose" with body parts which S has already learned. Of course, when S knows none of the body parts, the lesson will initially be more difficult.

2. If S has difficulty in touching a particular body part, T may modify the lesson plan by (a) holding a mirror up and letting S use visual cues to guide his response, and/or (b) touching S's body part with T's hand.

3. "Your" is used so that S will learn to associate "your nose" with his own nose.

Generalizations and Discriminations:

1. After S has passed criterion for nose and one other body part, T introduces this second body part and

"nose" in a discrimination exercise. T says, "S, touch your (mouth)," "S, touch your (nose)," etc.

2. A third body part may be introduced to the discrimination exercise after it, too, has been learned to criterion.

Related Concepts:

In addition to "nose," the following concepts may be taught using this lesson plan:

Level I - ear, eye, mouth

Level II - foot, hair, hand, teeth

Level III - finger, tongue, tummy/stomach

Level IV - arm, knee, leg, neck, shoulder, toe, chin, elbow, thumb

Model Lesson Plan

QUESTION FORMS: Who

OBJECTIVE: To teach S to respond vocally to the questions "Who is this?" and "Who has the ( )?"

PREREQUISITE SKILLS: Upon request, S identifies 4 classmates by name. (See Note 1.)
Upon request, S responds by touching "eraser," "ball," "box," and "hat."

MATERIALS: A ball, a box, a hat, and an eraser.
S is in a classroom with at least 4 classmates.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Give one object (box or hat) to each of S's 2 classmates, then say, S, <u>WHO</u> HAS THE BOX? S, <u>WHO</u> HAS THE HAT? Touch a classmate and say, S, <u>WHO</u> IS THIS? Touch another classmate and say, S, <u>WHO</u> IS THIS?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Touch 4 classmates (whom S identifies by name), each time saying, THIS IS (Tommy). WHO IS THIS? (Tommy).		
Stage 3. Task Request Touch a classmate, and say, S, THIS IS (Tommy). WHO IS THIS? (Tommy). WHO IS THIS?	Reinforce and repeat task request using another classmate. Pass Criterion: 3/4 consecutive correct responses of the appropriate classmate's name.	Use either: Correction Procedur for No Vocal Response or Correction Procedure for Incorrect Vocal Response.
Stage 4. Task Request Touch a classmate, and say, S, WHO IS THIS? (Tommy). WHO IS THIS?	Reinforce and repeat task request using another classmate's name. Pass Criterion: 3/4 consecutive correct responses of the appropriate classmate's name.	Use the appropriate Correction Procedure.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Terminal Behavior for "Who is" Touch a classmate, and say, S, <u>WHO</u> IS THIS?	Reinforce and repeat task request using another classmate's name. Pass Criterion: 3/4 consecutive correct spontaneous responses of the appropriate name.	Use the appropriate Correction Procedure.
Stage 6. Demonstration Give one object (eraser, ball, box, or hat) to each of S's 4 classmates, then say, S, <u>WHO</u> HAS THE BALL? while touching the ball. Remove hand, and say, (Tommy.) Demonstrate using the other objects and the appropriate classmates' names.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Task Request Give out objects as in Stage 5, and say, S, <u>WHO</u> HAS THE BALL? (Tommy.) <u>WHO</u> HAS THE BALL? while touching the ball. Remove your hand.		
Stage 8. Task Request Give out objects as in Stage 5, and say, S, <u>WHO</u> HAS THE BALL? while touching the ball. Remove your hand.	Reinforce and repeat task request, using another object. Pass Criterion: 3/4 consecutive correct spontaneous responses.	Use the appropriate Correction Procedure.
Stage 9. Terminal Behavior for "Who has" Give out the objects as in Stage 5, and say, S, <u>WHO</u> HAS THE BALL? TELL ME. (Do <u>not</u> touch the ball.)		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 10. Posttest Give one object (box or hat) to each of S's 2 classmates, then say, S, <u>WHO</u> HAS THE BOX? S, <u>WHO</u> HAS THE HAT? Touch a classmate and say, S, <u>WHO</u> IS THIS? Touch another classmate and say, S, <u>WHO</u> IS THIS?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5 or 8.	

Notes:

1. S is required to identify only four classmates by name in this lesson plan. If the class has less than five members, T should repeat the appropriate demonstrations and task requests as many times as necessary.

2. This lesson requires S to make a response in statement form. The child's use of the question form "Who?" may be taught at a higher level.

Generalizations and Discriminations:

<u>Low-Order</u>

1. Teach "Who is standing?," "Who is eating?," etc., as in Stages 2-5.

2. Teach "Who wants this?," then "Who wants the ball?," "Who wants a candy?," etc. T should teach "I do" as the correct response.

High-Order:

1. Teach "Who sees this?," then "Who sees the ball?," "Who sees the book?," etc. as in Low-Order 2.
2. Introduce "Who has the ball?," "Who has the hat?," etc. and build in the "I do" response.
3. Pair the following question forms:
   a. "Who has the eraser?" and "Do you have the eraser?" and "Does Jim have the eraser?"
   b. "Who is standing?" and "Are you standing?" and "Is Jim standing?"
   c. "Who wants this?" and "Do you want this?"
   d. "Who sees this?" and "Do you see this?"

Model Lesson Plan

QUESTION FORMS - What

OBJECTIVE: To teach S to respond vocally to the questions: "What is this?," "What does ( ) have?," and "What do you have?"

PREREQUISITE SKILLS: Upon request, S responds by touching each of 4 classmates.
Upon request, S responds by touching "ball," "box," "hat," and "eraser."
Upon request, S identifies these objects by name.

MATERIALS: A ball, a box, a hat, and an eraser.
S is in a classroom with at least 4 classmates. (See Note 1.)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Give one object (ball, box, or hat) to S and to each of 2 classmates, then say, WHAT DOES (Tommy) HAVE? WHAT DO YOU HAVE? Pick up a ball and say, WHAT IS THIS? Pick up a box and say, WHAT IS THIS?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing a ball, a box, a hat, and an eraser. Pick up the objects one at a time, and say, THIS IS A BALL. WHAT IS THIS? A BALL. THIS IS A BOX. WHAT IS THIS? A BOX. THIS IS A HAT. WHAT IS THIS? A HAT. THIS IS AN ERASER. WHAT IS THIS? AN ERASER.		
Stage 3. Task Request Use materials specified in Stage 2. Pick up the objects one at a time, and say, S, THIS IS A BALL. WHAT IS THIS? S, THIS IS A BOX. WHAT IS THIS? S, THIS IS A HAT. WHAT IS THIS? S, THIS IS AN ERASER. WHAT IS THIS?	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Vocal Response or Correction Procedure for Incorrect Vocal Response.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Terminal Behavior for "What is" Use materials specified in Stage 2. Pick up an object and say, S, <u>WHAT</u> IS THIS?	Reinforce and repeat task request, using another object. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 5. Demonstration Give one object (ball, box, hat, or eraser) to each of S's 4 classmates. Do <u>not</u> give an object to S. Say, <u>WHAT</u> DOES (Tommy) HAVE? while touching that classmate. Remove your hand, and say, A <u>BALL</u>. Repeat the above demonstration using the sequences: <u>WHAT</u> DOES (Mary) HAVE? A <u>BOX</u>. <u>WHAT</u> DOES (Sally) HAVE? A <u>HAT</u>. <u>WHAT</u> DOES (Bob) HAVE? AN <u>ERASER</u>.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Give out objects as in Stage 5, and say, WHAT DOES (Tommy) HAVE? while touching that classmate. Remove your hand.	Reinforce and repeat task request, using another classmate. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 7. Task Request Give out objects as in Stage 5. Take the ball from the classmate, give it to S, and say, S, <u>WHAT</u> DO YOU HAVE? while touching S. Remove your hand.	Reinforce and repeat task request, using another object taken from a classmate. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Terminal Behavior for "What does ____ have" Give one object (ball, box, or hat) to S and to each of 2 classmates, then say, WHAT DOES (Tommy) HAVE? WHAT DO YOU HAVE? WHAT DOES (Mary) HAVE? WHAT DO YOU HAVE?	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 9. Posttest Give one object (ball, box, or hat) to S and to each of 2 classmates, then say, WHAT DOES (Tommy) HAVE? WHAT DO YOU HAVE? Pick up a ball and say, WHAT IS THIS? Pick up a box and say, WHAT IS THIS?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 4 or 8.	

Notes:

1. If 4 classmates are not available, repeat the appropriate demonstrations and task requests as many times as necessary.

2. This lesson requires S to make a response in statement form. The child's use of the question form "What?" may be taught at a higher level.

3. "What is" requires a simple labelling response. If S has been attending to instruction up to this point, he may label objects without necessarily attending to the question. "What does" requires a more complex response.

Generalizations and Discriminations:

Low-Order:

1. Teach "What do you want?" by asking the question while holding desired play objects or desired foods. Whenever possible, T should always require a vocal response before S receives any object or food.

2. Teach "What is on the table?," "What is in my hand?," etc. as in Stages 2-4. After S learns both to criterion, T can present them as a discrimination activity.

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High-Order:

1. Teach "What is (classmate's name) doing?" and "What are you doing?" as in Stages 5-8.

2. Pair the following question forms:

   a. What does Jim have? and Does Jim have the eraser?

   b. What do you have? and Do you have an eraser?

   c. What do you want? and Do you want an eraser?

Generalizations and Discriminations: (continued)

d. What are you doing? and Are you jumping?

e. What is on the table? and Is the eraser on the table?

Related Concepts:

In addition to "what," the following concepts may be taught using this lesson plan. Suggestions for instruction are provided.

Level III - where - use "Where is the ball? On the table!" and "Where is the milk? In the glass!"

Level IV - when - use "When do you get dressed? In the morning!" and "When do you go to bed? At night!"

Model Lesson Plan

ACTIONS - INTRANSITIVE VERBS: Jump

OBJECTIVE: To teach S to respond appropriately to the task request "Jump!"

PREREQUISITE SKILLS: None

MATERIALS: None

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Pretest "jump" along with at least 2 other action verbs. Alternate the task requests: S, JUMP. (Give 4 trials in total.) S, (walk). (Give 4 trials in total.) S, (run), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2, teaching whatever action(s) S failed.	
Stage 2. Demonstration Stand in the middle of the room and say, JUMP! Then jump. Demonstrate 4 times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. (To be given in 2 consecutive teaching sessions to provide for repeated exposures to "jump".) Say, S, JUMP! (See Note 3.)	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 4. Terminal Behavior Say, S, JUMP!		
Stage 5. Posttest As in Pretest, alternate the task requests: S, JUMP. (Give 4 trials in total.) S, (walk). (Give 4 trials in total.) S, (run), etc. (Give 4 trials in total.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials for each task request. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 3, teaching whatever action(s) S failed.	

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Notes:

1. The objective of this lesson plan is to teach S to jump when given a task request to do so. S's action of jumping thus becomes paired with T's vocal command to jump. T should set her own standard for S's jumping response. With some S's, T will be satisfied with an approximation.

2. If S is physically unable to make a satisfactory approximation to the action of jumping, T may (a) substitute a simpler motor skill or (b) shape the "jumping" skill (See Motor Performance Instruction Curriculum).

3. If S makes no response, the task request can be changed to "S, <u>you</u> jump." T points to S.

Generalizations and Discriminations:

1. After S has passed criterion for "jump" and another intransitive verb, T introduces this second verb and "jump" as a discrimination exercise. T says, "S, jump," "S, walk," "S, walk," "S, jump," etc.

2. Introduce a third verb to the discrimination exercise after it, too, is learned to criterion.

3. Teach "Jump to the wall," "Jump on the rug," etc., using this lesson plan format.

Model Lesson Plan

ACTIONS - TRANSITIVE VERBS: Open

OBJECTIVE: To teach S to respond appropriately to the task request "Open."

PREREQUISITE SKILLS: Upon request, S responds by touching "book," "box," and "another ___."

MATERIALS: 4 books, 4 boxes. (See Notes 1 and 2.)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 2 books and 2 boxes, and say, S, OPEN A BOOK. S, OPEN A BOX. S, OPEN A BOOK. S, OPEN A BOX.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	
Stage 2. Demonstration Use a tray containing 4 boxes. While picking up the lid of each box, say, OPEN A BOX.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2, and say, S, <u>OPEN</u> A BOX. After the first correct response, say for the remaining trials, S, OPEN <u>ANOTHER</u> BOX.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 4. Demonstration Use a tray containing 4 books. While picking up the cover of each book, say, <u>OPEN</u> A BOOK.		
Stage 5. Task Request Use materials specified in Stage 4, and say, S, <u>OPEN</u> A BOOK. After the first correct response, say, for the remaining trials, S, OPEN <u>ANOTHER</u> BOOK.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Terminal Behavior Use a tray containing 2 books and 2 boxes, and say, S, OPEN A BOOK. S, OPEN A BOX. S, OPEN A BOOK. S, OPEN A BOX.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 7. Posttest Use materials specified in Pretest, and say, S, OPEN A BOOK. S, OPEN A BOX. S, OPEN A BOOK. S, OPEN A BOX.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 6.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Optional Stage Use a tray containing 2 boxes that can be opened and 2 boxes that cannot be opened, and say, OPEN A BOX. Note: This allows S to discover for himself that he can open some boxes, but not all boxes. If S makes repeated errors on this stage, go on to a new lesson.	Reinforce and repeat task request. Pass Criterion: 3/4	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.

Notes:

1. All boxes should be easy to open.
2. Use books with hard covers; they are usually easier for children to open.

Generalizations and Discriminations:

1. Teach "Open the door," "Open the window," "Open your mouth."
2. "Close" may be taught approximately 2 weeks after "open" has been learned to criterion. Use the same lesson plan.
3. After "close" and "open" have been learned to criterion, T should introduce the two verbs as a discrimination exercise: "Open the door," "Close the door," "Open your mouth," "Close your mouth," etc.

Model Lesson Plan

ADJECTIVES: Big

OBJECTIVE: To teach S to discriminate between big objects and objects that are not big.

PREREQUISITE SKILLS: Upon request, S responds by touching "box," "glass," and "another ____."

MATERIALS: 4 big plastic iced-tea glasses, 2 little plastic juice glasses, 4 big tissue boxes, 2 little individual cereal boxes. (See Note.)

INTRODUCTORY COMMENT: Use this lesson plan for all adjectives which require the child to make visual discriminations, e.g., "big," "little," "tall," "short," "fat," "skinny," and colors.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 2 big glasses, 2 little glasses, 2 big boxes, and 2 little boxes, and say, S, TOUCH A <u>BIG</u> GLASS. S. TOUCH A <u>BIG</u> BOX. S, TOUCH A <u>BIG</u> GLASS. S, TOUCH A <u>BIG</u> BOX.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 3 big glasses. Say, THIS IS A <u>BIG</u> GLASS, and touch a big glass while saying "big." Demonstrate 4 times, touching a different glass each time.		
Stage 3. Task Request Use materials specified in Stage 2, and say, S, TOUCH A <u>BIG</u> GLASS. After the first correct response, say, for the remaining trials, S, TOUCH ANOTHER <u>BIG</u> GLASS.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Demonstration Add 1 little box slightly to the rear of the tray used in Stage 3. Say, THIS IS A <u>BIG</u> BOX, and touch a big box while saying "big." Demonstrate 4 times, touching a different box each time.		
Stage 5. Task Request Use materials specified in Stage 4, and say, S, TOUCH A <u>BIG</u> BOX. After the first correct response, say, for the remaining trials, S, TOUCH ANOTHER <u>BIG</u> BOX.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Add 1 little box slightly to the rear of the tray of Stage 5, and say, S, TOUCH A (ANOTHER) <u>BIG</u> BOX.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 7. Terminal Behavior Use a tray containing 2 big glasses, 2 little glasses, 2 big boxes, and 2 little boxes, and say, S, TOUCH A <u>BIG</u> GLASS. S, TOUCH A <u>BIG</u> BOX. S, TOUCH A <u>BIG</u> GLASS. S, TOUCH A <u>BIG</u> BOX.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Posttest Use materials specified in the Pretest, and say, S, TOUCH A <u>BIG</u> GLASS. S, TOUCH A <u>BIG</u> BOX. S, TOUCH A <u>BIG</u> GLASS. S, TOUCH A <u>BIG</u> BOX. S, TOUCH A <u>BIG</u> BOX.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 7.	
Optional Stage: For children who have mastered the yes-no confirmative response. Use materials specified in Stage 7. Pick up a little glass, and say, IS THIS A <u>BIG</u> GLASS? Pick up a big box, and say, IS THIS A <u>BIG</u> BOX? Pick up a big glass, and say, IS THIS A <u>BIG</u> GLASS? Pick up a little box, and say, IS THIS A <u>BIG</u> BOX?	Reinforce. Pass Criterion: 3/4.	Use either: <u>No Vocal Response</u> or <u>Incorrect Vocal Response</u>.

Note:

When teaching adjectives, use real objects whenever possible (rather than pictures). The objects should differ only in the critical dimension. That is, the glasses should be exactly alike in color, texture, and form and should differ only in size. (For example, if the big glasses were red and the little glasses were not red, S might associate "big" with "red.") At first, the size difference should be extreme so that the discrimination of "big" is easy for S to make. Then, the size difference should be gradually reduced.

Generalizations and Discriminations:

1. Generalize learning to various other big items. Use different degrees of "bigness" (e.g., teach "big" using iced-tea glasses versus juice glasses, then teach "big" using iced-tea glasses versus milk glasses, etc.).

2. "Little" may be taught approximately 2 weeks after "big" has been learned to criterion. Use this lesson plan.

3. After "big" and "little" have both been learned to criterion, T should introduce the two adjectives in a discrimination exercise. Use a variety of items: "Give me a big box," "Pick up a little hat," "Touch a little box," "Put on the big hat," etc.

Related Concepts:

In addition to "big," the following concepts may be taught using this lesson plan. Suggestions for instruction are provided.

Level I - little - use little glasses and boxes

Level III - clean - use clean socks and towels
dirty - use dirty socks and towels
happy - use pictures of happy girls and boys. Or, modify the lesson plan task request to "Show me a happy face" and have S look in a mirror and make a happy face.
sad - use pictures of sad or crying girls and boys
colors (blue, green, red, yellow) - use appropriately colored blocks, balls, and crayons

(Continued)

Related Concepts (continued)

Level IV - chocolate - use chocolate milk and candy
fat - draw fat men and cats on the blackboard*
new - use new pennies and shoes
old - use old pennies and old men
short - draw short men and trees on the blackboard*
skinny - draw skinny men and cats on the blackboard*
tall - draw tall men and trees on the blackboard*
vanilla - use pictures of vanilla ice cream and cake with white icing
colors (black, brown, orange, white) - use appropriately colored boxes and pencils

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*If S does not respond well to objects drawn on a blackboard, T should use pictures cut from magazines.

Model Lesson Plan

ADJECTIVES: Wet

OBJECTIVE: To teach S to discriminate between wet objects and objects that are not wet, by feeling them.

PREREQUISITE SKILLS: Upon request, S responds by touching "washcloth" and "underpants."
Upon request, S responds appropriately to "Feel this." (See Note 1.)
Upon request, S responds appropriately to "Give me."

MATERIALS: 4 wet and 4 dry washcloths, 4 wet and 4 dry pairs of underpants. (See Note 2.)

INTRODUCTORY COMMENT: Use this lesson plan for all adjectives that require discrimination through touch as well as vision, e.g., "wet," "dry," "rough," "smooth," "light," "heavy," "cold," and "hot."

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 2 wet and 2 dry washcloths and 2 wet and 2 dry pairs of underpants. Say, S, GIVE ME A <u>WET</u> WASHCLOTH. S, GIVE ME THE <u>WET</u> UNDERPANTS. S, GIVE ME A <u>WET</u> WASHCLOTH. S, GIVE ME THE <u>WET</u> UNDERPANTS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 4 wet washcloths. Pick up a washcloth and put it in S's hands, Squeezing gently, saying, S, FEEL THIS. THIS WASHCLOTH IS <u>WET</u>. Demonstrate 4 times.		
Stage 3. Task Request Use materials specified in Stage 2. Say, S, GIVE ME A <u>WET</u> WASHCLOTH.	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 4. (To be taught in the <u>next</u> teaching session) Repeat Stage 3, to provide S with repeated exposures to "wet."		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Task Request Use a tray containing 2 wet and 2 dry washcloths. Say, S, GIVE ME A <u>WET</u> WASHCLOTH.	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 6. Repeat Stages 2-5 using wet and dry underpants.		
Stage 7. Posttest Use materials specified in Pretest. Say, S, GIVE ME A <u>WET</u> WASHCLOTH. S, GIVE ME THE <u>WET</u> UNDERPANTS. S, GIVE ME A <u>WET</u> WASHCLOTH. S, GIVE ME THE <u>WET</u> UNDERPANTS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5 or 6.	

Notes:

1. "Feel" is used instead of "Touch" since T wants S to squeeze and manipulate the washcloth, not merely put his index finger upon it.

2. Washcloths (underpants) must be identical except for "wetness." See note in lesson plan for "Adjectives: Big."

Generalizations and Discriminations:

1. Generalize learning to wet towel, wet toothbrush, wet sponge, etc.

2. "Dry" may be taught approximately 2 weeks after "wet" has been learned to criterion. Use the same lesson plan.

3. After both "wet" and "dry" have been learned to criterion, T should introduce the two adjectives in a discrimination exercise. Use a variety of items: "Give me a dry towel," "Hand me the wet towel," "Pick up the dry underpants," etc. Make sure S has already learned "Give me," "Hand me," etc., to criterion.

Related Concepts:

In addition to "wet," the following concepts may be taught using this lesson plan. Suggestions for instruction are provided.

Level II - hot - use hot water
cold - use cold water

Level III - dry - use dry washcloths and underpants

Level IV - heavy or light - use 4 identical boxes, except that 2 are filled with sand and 2 have very small amounts of sand.
rough or smooth - use 4 identical boxes, except that 2 are covered with rough sandpaper and 2 are covered with buff (light brown) colored construction paper.

Model Lesson Plan

ADJECTIVES: Loud and Quiet

OBJECTIVE: To teach S to respond to "Show me loud (quiet) talking" and "Show me loud (quiet) clapping" upon request.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Show me talking" and "Show me clapping."

MATERIALS: None

INTRODUCTORY COMMENT: Use this lesson plan for all adjectives that require auditory discrimination, e.g., "loud," "quiet," "noisy," and "silent."

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest In a normal voice, say, S, SHOW ME <u>LOUD</u> TALKING. S, SHOW ME <u>QUIET</u> TALKING. S, SHOW ME <u>LOUD</u> CLAPPING. S, SHOW ME <u>QUIET</u> CLAPPING..	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. Any appropriate loud or quiet vocalization is acceptable. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration In a loud voice, say, THIS IS <u>LOUD</u> TALKING. (See Note 1.) Wait 5 seconds and yell, <u>LOUD</u>. Demonstrate 4 times.		
Stage 3. Task Request In a normal voice, say, S, SHOW ME <u>LOUD</u> TALKING. <u>LOUD</u>. (T may have to model the desired response for S by yelling, "<u>Loud</u>. Tell me, <u>loud</u>.")	(See Note 2.) Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Vocal Response</u> or Correction Procedure for <u>Incorrect Vocal Response</u>.
Stage 4. Task Request In a normal voice, say, S, SHOW ME <u>LOUD</u> TALKING.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Demonstration In a quiet voice, say, THIS IS <u>QUIET</u> TALKING. Wait 5 seconds and whisper, <u>QUIET</u>. Demonstrate 4 times.		
Stage 6. Task Request In a normal voice, say, S, SHOW ME <u>QUIET</u> TALKING. <u>QUIET</u>. (T may have to model the desired response for S by whispering, "<u>Quiet</u>. Tell me, <u>quiet</u>.")	(See Note 2.) Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 7. Task Request In a normal voice, say, S, SHOW ME <u>QUIET</u> TALKING.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Demonstration In a loud voice, say, S, THIS IS <u>LOUD</u> TALKING. In a quiet voice, say, S, THIS IS <u>QUIET</u> TALKING. Repeat demonstration.		
Stage 9. Terminal Behavior for loud and quiet talking In a normal voice, say, S, SHOW ME <u>LOUD</u> TALKING. S, SHOW ME <u>QUIET</u> TALKING. S, SHOW ME <u>LOUD</u> TALKING. S, SHOW ME <u>QUIET</u> TALKING.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 10. Repeat Stages 2-9 with loud and quiet clapping.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 11. Posttest In a normal voice, say, S, SHOW ME <u>LOUD</u> TALKING. S, SHOW ME <u>QUIET</u> TALKING. S, SHOW ME <u>LOUD</u> CLAPPING. S, SHOW ME <u>QUIET</u> CLAPPING.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. Any appropriate loud or quiet vocalization is acceptable. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 9 or 10.	

Notes:

1. Since "talk<u>ing</u>" may not be familiar to S, deemphasize the "ing" at first.

2. Since S may have difficulty articulating the words "loud" and "quiet," T may accept any loud or whispered sounds, animal noises, or words in Stages 3, 4, 6, and 7.

3. "Loud" and "quiet" are taught together since they occur together in many situations.

Generalizations and Discriminations:

This lesson can be incorporated into a fast-paced discrimination activity involving the entire class. T would say, for instance, "S, show me <u>loud</u> talking." Wait for response. "Everyone, show me <u>loud</u> talking." (T may cover her ears to emphasize the loudness and say, "Oh, that is so loud.") Then T may say, "Everyone, be <u>quiet</u>. Everyone, show me <u>quiet</u> talking," etc.

Model Lesson Plan

ADJECTIVES: Right (hand)

OBJECTIVE: To teach S to respond to the modifier "right" by touching the appropriate body part.

PREREQUISITE SKILLS: Upon request, S responds by touching "hand," "knee," and "ear."
Upon request, S responds appropriately to "Give me your ( )."

MATERIALS: A water-soluble Magic Marker or masking tape.

INTRODUCTORY COMMENT: This lesson plan is used to teach only the concepts "right" and "left."

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Say, GIVE ME YOUR <u>RIGHT</u> HAND. TOUCH YOUR <u>RIGHT</u> FOOT. TOUCH YOUR <u>RIGHT</u> EAR. GIVE ME YOUR <u>RIGHT</u> HAND.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Pick up S's right hand, and say (while placing a small dot on the back of S's right hand with a water-soluble Magic Marker or while placing a piece of tape on the back of S's right hand), THIS IS YOUR <u>RIGHT</u> HAND. Drop S's hand and wait 5 seconds. Pick up S's right hand and repeat demonstration 3 more times, pointing to the dot or tape each time.		
Stage 3. Task Request Extend your right hand within a few inches of S's right hand, and say, S, GIVE ME YOUR <u>RIGHT</u> HAND.	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Task Request Say, without extending your hand toward S, S, GIVE ME YOUR <u>RIGHT</u> HAND.	As soon as S's right hand moves, extend your right hand and take S's right hand. Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure. Stages 3-4 could be expanded, if necessary, by gradually fading T's extended hand from close to S to far from S.
Repetition (To be taught in the <u>next</u> teaching session.) Repeat Stages 2-4 to provide S with repeated exposure to "right."		
Repetition (To be taught in the <u>next</u> teaching session.) Repeat Stages 2-4.		
Stage 5. Terminal Behavior for right hand (To be taught in the <u>next</u> teaching session.) Repeat Stages 2-4 without putting the colored dot or tape on S's hand. (See Note.)		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Demonstration Pick up S's right hand, and say, THIS IS YOUR <u>RIGHT</u> HAND. Then move S's right hand to S's right ear, saying, THIS IS YOUR <u>RIGHT</u> EAR. Shake S's right hand...and bring it to S's right ear, saying, <u>RIGHT</u> HAND...<u>RIGHT</u> EAR. Repeat entire demonstration.		
Stage 7. Task Request Say, S, TOUCH YOUR <u>RIGHT</u> EAR.	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Terminal Behavior for right hand and right ear Say, S, GIVE ME YOUR RIGHT HAND. S, TOUCH YOUR RIGHT EAR. S, GIVE ME YOUR RIGHT HAND. S, TOUCH YOUR RIGHT EAR.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use the appropriate Correction Procedure.
Repetition Repeat Stages 6-8 using S's right foot in place of S's right ear.		
Stage 9. Posttest Say, GIVE ME YOUR RIGHT HAND. TOUCH YOUR RIGHT FOOT. TOUCH YOUR RIGHT EAR. GIVE ME YOUR RIGHT HAND.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5 or 8.	

Note:

If S makes repeated errors on Stage 5, reinstate the use of the colored dot or tape. Then fade out the size and intensity of the dot or the size of the piece of tape when S has shown sufficient mastery at each step.

Generalizations and Discriminations:

1. Generalize "right" to all other body parts on the right side of the body, using Stages 6-8.

2. "Left" should be taught approximately 2 weeks after S has passed criterion for "right," to prevent confusion. After "left" has been taught to criterion, "right" and "left" should be introduced in a discrimination exercise: "Touch your left ear," "Touch your right ear," etc.

Model Lesson Plan

ADJECTIVES - Same

OBJECTIVE: To teach S to respond to the request "Touch one that is the same," when presented with different and similar shapes.

PREREQUISITE SKILLS: S responds appropriately to "Look."

MATERIALS: 6 cards - 2, each with a single identical circle drawn; 2, each with a single identical square; and 2, each with a single identical star. These shapes should be drawn on white cards in black ink.

INTRODUCTORY COMMENT: This lesson plan is used to teach only the concepts "same" and "different."

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing a circle card, a star card, and a square card. Hold up a second circle card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up a second star card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up a second square card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up the second circle card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing a circle card. Hold up a second circle card. Point to it, and say, LOOK. Immediately point to the card on the tray while saying, THIS ONE IS THE SAME. Repeat the entire demonstration, using the set of square cards, followed by the set of star cards, and then the set of circle cards again.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2. Hold up a second circle card. Point to it, and say, S, LOOK, and immediately say, S, TOUCH ONE THAT IS THE SAME. Repeat the sequence using the set of square cards, the set of star cards, and then the set of circle cards again.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Demonstration Use a tray containing a circle card and a star card placed side-by-side. Hold up a second circle card. Point to it, and say, LOOK. Immediately point to the circle card on the tray. Say, THIS ONE IS THE SAME. Repeat this demonstration. Place a square card and a star card side-by-side. Hold up a second star card. Repeat the demonstration. Place a circle card and a square card side-by-side. Hold up a second square card. Repeat the demonstration. Place a circle card and a star card side-by-side. Hold up a second star card. (Randomly alternate the position of the card to be touched in each of the four demonstrations.)		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Task Request Use materials specified in Stage 4. Hold up a second circle card. Point to it, and say, LOOK, and immediately say, S, TOUCH ONE THAT IS THE <u>SAME</u>. Repeat the sequence. Place a square card and a star card side-by-side. Hold up a second star card. Repeat the sequence. Place a circle card and a square card side-by-side. Hold up a second square card. Repeat the sequence. Place a circle card and a star card side-by-side. Hold up a second star card. (Randomly alternate the position of the card to be touched on each of the trials.)	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Demonstration Use a tray containing a circle card, a star card, and a square card. Hold up a second circle card. Point to it, and say, LOOK. Immediately point to the circle card on the tray, and say, THIS ONE IS THE SAME. Repeat the demonstration. Hold up a second square card. Repeat the demonstration. Hold up a second star card. Repeat the demonstration. Hold up the second circle card again.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Task Request Use materials specified in Stage 6. Hold up a second circle card. Point to it, and say, S, LOOK. TOUCH ONE THAT IS THE <u>SAME</u>. Hold up a second star card. Repeat the task request. Hold up a second square card. Repeat the task request. Hold up a second star card. Repeat the task request.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 8. Terminal Behavior Repeat Stage 7, using <u>different</u> <u>combinations</u> of circles, stars, and squares.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Posttest Use a tray containing a circle card, a star card, and a square card. Hold up a second circle card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up a second star card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up a second square card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME. Hold up the second circle card. Point to it. Say, S, LOOK. TOUCH ONE THAT IS THE SAME.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 6.	
Optional Stage: For children who have mastered the yes-no confirmative response. Using different combinations of circles, stars, and squares, say, ARE THESE THE SAME?	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Vocal Response or Correction Procedure for Incorrect Vocal Response.

Generalizations and Discriminations:

1. Introduce different combinations using triangles.

2. Introduce more complex discrimination tasks utilizing differences in color and in size.

3. "Different" may be taught approximately 2 weeks after "same" has been learned to criterion. Use this lesson plan.

4. After "same" and "different" have both been learned to criterion, T should introduce the two in a discrimination exercise: "Touch one that is the <u>same</u>," "Touch one that is <u>different</u>," "Are these the <u>same</u>?," "Are these different?"

5. Teach "Are these the same <u>color</u>?"
   "Are these the same <u>size</u>?"
   "Are these the same <u>shape</u>?"

Model Lesson Plan

PREPOSITIONS: (Put) In

OBJECTIVES: To teach S to place a small object within a well-defined larger container upon request.

PREREQUISITE SKILLS: Upon request, S responds by touching "chalk," "glass," and "box."

MATERIALS: 4 pieces of chalk, 4 glasses, 2 tissue boxes with oval section punched out (See Note 1), and 2 tissue boxes with oval section intact.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 2 glasses, 2 tissue boxes and 4 pieces of chalk. Pick up a piece of chalk, give it to S, and say, S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS. S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. (See Note 2.) If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 4 glasses and 4 pieces of chalk. Pick up a piece of chalk and say, PUT THE CHALK <u>IN</u> A GLASS. Then say, <u>IN</u>, while putting the chalk in a glass. Demonstrate 4 times, putting the chalk in a different glass each time.		
Stage 3. Task Request Use materials specified in Stage 2. Pick up a piece of chalk, give it to S, and say, S, PUT THE CHALK <u>IN</u> A GLASS. <u>IN</u>.	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. S may use 1 or more of the glasses.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Demonstration Use a tray containing 2 glasses, 2 tissue boxes with oval section punched out, and 4 pieces of chalk. Pick up a piece of chalk, and say, PUT THE CHALK IN A BOX. PUT THE CHALK IN A GLASS. PUT THE CHALK IN A BOX. PUT THE CHALK IN A GLASS. Place chalk in a different glass or box each time.		
Stage 5. Terminal Behavior Use materials specified in Stage 4. Pick up a piece of chalk, give it to S, and say, S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS. S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS.	Reinforce. Pass Criterion: 3/4 S may use 1 or both of the glasses or boxes.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Posttest Use materials specified in Pretest. As in Pretest, give piece of chalk to S and say, S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS. S, PUT THE CHALK IN A BOX. S, PUT THE CHALK IN A GLASS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5.	
Optional Stage. Use a tray containing 2 tissue boxes with oval section punched out, 2 tissue boxes with oval section intact, and 2 pieces of chalk. Say, S, PUT THE CHALK IN A BOX. Note: This allows S to discover for himself that he can put chalk in some boxes, but not in all boxes. If S makes repeated errors on this stage, go on to a new lesson.	Reinforce and repeat task request. Pass Criterion: S puts the pieces of chalk only in the boxes that are open, with no incorrect responses.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.

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Notes:

1. Use a tissue box which has the oval section punched out. This allows for either the correct response (putting the object <u>in</u> the box) or the incorrect response (putting the object <u>on</u> the box). Since alternate responses are possible, a correct response in the testing situation provides a clear indication that the child understands the concept "in."

2. Since S has demonstrated that he knows the prerequisite concepts "glass" and "box," his putting the chalk in the incorrect container on request indicates a lack of attention to the object label. It is recommended, therefore, that T not count that response towards S's passing or failing the stage; T should instead repeat the task request.

3. It is important to choose concrete examples to teach prepositions. Each must be adequately defined so that the teacher knows what it is she intends to teach.

4. One generalization is made within the lesson in Stage 4, so that the child does not pair "in" with only one situation.

5. The vocal response "in the box" to the "Where is the chalk?" question may be taught after this lesson is learned to criterion.

Generalizations and Discriminations:

<u>Low-Order</u>:

1. "Put the (candy) in your mouth."

   "Put the (token) in your pocket."

2. Another preposition (e.g., "on") may be taught approximately 2 weeks after S has passed criteria for "in." After "on" has been learned to criterion, it can be used in a discrimination exercise with "in": "Put the token <u>in</u> a box," "Put the token <u>on</u> a box," etc.

High-Order:

1. "Put the (penny) in the purse."

2. When several prepositions have been taught to criterion, they can be used in a fast-paced discrimination activity. Since this may be confusing, it should be introduced only to more advanced children.

Related Concepts:

In addition to "in," the following concepts may be taught using this lesson plan. Suggestions for instruction are provided. *

Level III - in back of - use "Stand in back of Timmy" and "Stand in back of the chair"
in front of - use "Stand in front of Timmy" and "Stand in front of the table"
on - use "Put the block on the box" and "Put the block on your chair"
out - use "Take the ball out" and "Take the pencil out"
under - use "Put the block under the table" and "Put the ball under your chair"

Level IV - above - use "Put your hand above the table" and "Put the pencil above the tray"
between - use "Put the spoon between the fork and knife" and "Put the candy between the book and box"
next to - use "Put the spoon next to the knife" and "Put the napkin next to the plate"
through - use "Push the button through the buttonhole" and "Push your arm through the sleeve"

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* Make certain that when testing and teaching these prepositions, the materials are set up so that there are several possible alternate responses. For example, with "between," the teacher should not place the fork and knife at the extreme edges of the tray since any placement of the spoon on the tray would be correct.

Model Lesson Plan

POSSESSIVE PRONOUNS - EXPRESSIVE USE: My

OBJECTIVE: To teach S to indicate possession of body parts and clothing by saying "my nose" and "my shirt" (or "my dress").

PREREQUISITE SKILLS: Upon request, S labels "nose" and "shirt" (or "dress").
S responds appropriately to "Tell me."

MATERIALS: None

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Touch S's nose and say, WHOSE NOSE? Touch S's shirt (or dress) and say, WHOSE SHIRT? (or, WHOSE DRESS?) Repeat the two trials.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive, correct, spontaneous responses of "my" or "my ( )" in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Touch S's chest and say, S'S. (Insert possessive form of child's name.) Touch S's nose and say, NOSE. Demonstrate the sequence "S's nose" 4 times.		
Stage 3. Demonstration Touch S's chest and say, S'S. Touch S's nose and say, NOSE. Take S's hand and assist him in making the <u>possessive gesture</u> of patting his open palm upon his chest, and say, <u>MY</u>. Touch S's nose and say, NOSE. Demonstrate the sequence "S's nose. <u>My</u> nose" 4 times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Demonstration and Task Request Touch S's nose and say, WHOSE NOSE? Say, MY, while assisting S in making the possessive gesture on his chest. Say, NOSE, while touching S's nose. Then say, TELL ME, S, MY NOSE. Repeat the sequence, WHOSE NOSE? MY NOSE. TELL ME, S, MY NOSE, as above, 3 more times. (See Notes 1 and 2.)	Reinforce. Pass Criterion: 3 consecutive correct imitations of "my" or "my nose" in a set of 4 trials.	Use either: Correction Procedure for No Vocal Response or Correction Procedure for Incorrect Vocal Response.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Demonstration and Task Request Touch S's nose and say, WHOSE NOSE? Say, MY, while assisting S in making the possessive gesture on his chest. Say, NOSE, while touching S's nose. Then say, WHOSE NOSE? Repeat the sequence, WHOSE NOSE? MY NOSE. WHOSE NOSE? as above, 3 more times.	Reinforce. Pass Criterion: 3 consecutive, correct, spontaneous responses of "my" or "my nose" in a set of 4 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Terminal Behavior for "nose" Touch S's nose and say, WHOSE NOSE? Repeat this sequence 3 more times. (See Note 3.)	Reinforce. Pass Criterion: 3 consecutive, correct, spontaneous responses of "my" or "my nose" in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 7. Repeat Stages 2-6 using S's shirt (or dress).		
Stage 8. Posttest Touch S's nose and say, WHOSE NOSE? Touch S's shirt (or dress) and say, WHOSE SHIRT? (or, WHOSE DRESS?) Repeat the above two trials.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive, correct, spontaneous responses of "my" or "my ( )" in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 6 or 7.	

Notes:

1. A child may answer by saying "mine" or his own name. Although such a response is not incorrect, since this lesson deals with "my," the child who answers with "mine" or his own name should be given an unenthusiastic "OK" followed by the Correction Procedure for Incorrect Vocal Response.

2. If S will not make an imitative response, see Chapter 5, Developing and Expanding the Child's Verbal Repertoire.

3. If S can use "my" only on an imitative level or only when cued by T's possessive gesture, proceed to a new lesson and return S to this lesson later.

4. When the expected response is vocal, T should be aware of possible speech problems and reinforce closer and closer successive approximations to the correct production of the word.

Generalizations and Discriminations:

1. Pair "my" with different body parts, clothing, and other personal items in fast-paced activities. The child may benefit from hearing other children and adults model correct usage of "my."

2. The expressive use of "her" as in "her nose" may be taught approximately 2 weeks after "my" has been learned to criterion. Use this lesson plan.

3. After "my" and "her" have both been learned to criterion, T could introduce the following discrimination exercise: T touches S's nose and says, "Whose nose?" S responds, "My nose." T touches a girl's nose and says, "Whose nose?" S responds, "Her nose."

Model Lesson Plan

POSSESSIVE PRONOUNS: His

OBJECTIVE: To teach S to respond in a discrimination situation to the possessive pronoun "his" by pointing to the appropriate item when requested to "Touch his (shirt)."

PREREQUISITE SKILLS: Upon request, S responds by touching "boy," "shirt," "hat," "nose" and "mouth." (See Note 1.)

MATERIALS: A large boy paper doll wearing a shirt and hat, a large girl paper doll wearing a shirt and hat.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing a boy paper doll and a girl paper doll, and say, S, TOUCH <u>HIS</u> SHIRT. S, TOUCH <u>HIS</u> NOSE. S, TOUCH <u>HIS</u> MOUTH. S, TOUCH <u>HIS</u> HAT.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. (See Note 2.) If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing a boy paper doll and a girl paper doll, and say, THIS IS A <u>BOY'S</u> NOSE, touching the boy's nose while saying "boy's." Say, THIS IS <u>HIS</u> NOSE, touching the boy's nose while saying "his." Repeat the above demonstration using the sequence, THIS IS A <u>BOY'S</u> SHIRT. THIS IS <u>HIS</u> SHIRT. THIS IS A <u>BOY'S</u> MOUTH. THIS IS <u>HIS</u> MOUTH. THIS IS A <u>BOY'S</u> HAT. THIS IS <u>HIS</u> HAT.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2, and say, S, TOUCH A BOY'S NOSE. TOUCH <u>HIS</u> NOSE. S, TOUCH A BOY'S SHIRT. TOUCH <u>HIS</u> SHIRT. S, TOUCH A BOY'S MOUTH. TOUCH <u>HIS</u> MOUTH. S, TOUCH A BOY'S HAT. TOUCH <u>HIS</u> HAT.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 4. Task Request Use materials specified in Stage 3, and say, S, TOUCH <u>HIS</u> NOSE. S, TOUCH <u>HIS</u> SHIRT. S, TOUCH <u>HIS</u> MOUTH. S, TOUCH <u>HIS</u> HAT.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Posttest Use materials specified in Pretest, and say, S, TOUCH <u>HIS</u> SHIRT. S, TOUCH <u>HIS</u> NOSE. S, TOUCH <u>HIS</u> MOUTH. S, TOUCH <u>HIS</u> HAT.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 4.	

Notes:

1. T may use any article of clothing or body part which S has learned to criterion.

2. If S touches the boy, but does not touch the correct article of clothing or body part, T should direct S's hand to the correct object and say, "Good, this is his ____."

Generalizations and Discriminations:

1. Generalize learning by using classmates: "This is <u>Tommy's</u> nose; this is his nose."
   "Touch <u>Tommy's</u> nose; touch his nose."

2. "Her" may be taught approximately 2 weeks after "his" has been learned to criterion. Use this same lesson plan.

3. After both "his" and "her" have been learned to criterion, T should introduce the two pronouns in a discrimination exercise. Use girls and boys in the classroom, or pictures of girls and boys: "Touch <u>his</u> knee," "Touch <u>her</u> knee," "Pick up <u>her</u> hand," "Pick up <u>his</u> hand," etc.

Related Concepts:

In addition to "his" and "her," this lesson plan may be used to teach the concepts "my," "your," "our," and "its."

Model Lesson Plan

OBJECTIVE PRONOUNS: Her

OBJECTIVE: To teach S to respond correctly to the objective pronoun "her" in "Touch her" and "Give the box to her."

PREREQUISITE SKILLS: Upon request, S responds by touching "girl."
Upon request, S responds appropriately to "Give the ( ) to ( )."

MATERIALS: A small box, 4 pictures of a girl or 4 girl paper dolls, 4 pictures of a boy or 4 boy paper dolls. (See Notes 1 and 2.)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 4 pictures of a girl and 4 pictures of a boy, and say, S, TOUCH HER. S, GIVE THE BOX TO HER. S, TOUCH HER. S, GIVE THE BOX TO HER.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 4 pictures of a girl, and say, TOUCH A <u>GIRL</u>, while touching the girl in the first picture. Say, TOUCH <u>HER</u>, while touching the girl in the first picture. (See Notes 3 and 4.) Demonstrate the sequence "Touch a <u>girl</u>. Touch <u>her</u>" with each of the 4 pictures.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2, and say, S, TOUCH A <u>GIRL</u>. TOUCH <u>HER</u>.	Reinforce and repeat task request. If S touches the same picture of a girl, cover that picture with your hand and repeat the task request. This is <u>not</u> an error. Pass Criterion: 3 consecutive correct responses in a set of 4 trials, on each of Stages 3-6.	Use either: Correction Procedure for <u>No Motor Response</u>. or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 4. Task Request Use materials specified in Stage 2, and say, S, TOUCH <u>HER</u>.		
Stage 5. Task Request Add a picture of a boy slightly to the rear of the tray of Stage 2, and say, S, TOUCH <u>HER</u>.		
Stage 6. Task Request Use a tray containing 4 pictures of a girl in the front and 2 pictures of a boy slightly to the rear, and say, S, TOUCH <u>HER</u>.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Terminal Behavior for "Touch her" Randomly place 4 pictures of a girl and 4 pictures of a boy on the tray, and say, S, TOUCH <u>HER</u>.	Reinforce and repeat task request Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 8. Demonstration Use a tray containing 4 simple pictures of a girl. Pick up a small box, and say, GIVE THE BOX TO <u>HER</u>, and place the box on the girl in the first picture. Demonstrate 4 times, using each of the 4 pictures.		
Stage 9. Task Request Use materials specified in Stage 8. Pick up a box, give it to S, and say, S, GIVE THE BOX TO <u>HER</u>.	Reinforce and repeat request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 10. Task Request Add a picture of a boy slightly to the rear of the tray of Stage 8. Pick up a box, give it to S, and say, S, GIVE THE BOX TO HER.		
Stage 11. Task Request Use a tray containing 4 pictures of a girl in the front and 2 pictures of a boy slightly to the rear. Pick up a box, give it to S, and say, S, GIVE THE BOX TO HER.	Reinforce and repeat task request. Pass Criterion: 3/4, in each of Stages 10-12.	Use the appropriate Correction Procedure.
Stage 12. Terminal Behavior for "Give the box to her" Randomly place 4 pictures of a girl and 4 pictures of a boy on the tray. Pick up a box, give it to S, and say, S, GIVE THE BOX TO HER.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 13. Posttest Use materials specified in Pretest, and say, S, TOUCH HER. S, GIVE THE BOX TO HER. S, TOUCH HER. S, GIVE THE BOX TO HER.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 7 or 12.	

Notes:

1. Make certain that the girls are easily discriminable from the boys (e.g., don't use girls with very short hair or girls in slacks).

2. Use pictures of boys and girls which do not contain extraneous stimuli, such as trees in the background, etc.

3. The use of vocal cues is especially critical in this lesson plan. In the command, "Touch a girl. Touch her," the second sentence should quickly follow the first. The "touch" in the second sentence should be spoken softly so that "girl" and "her" are paired.

4. In the demonstrations, T uses the statement, "Touch a girl. Touch her." Since this is always a task request for S, S may respond during T's demonstration. T can eliminate this problem by preceding the statement "Touch . . ." with "S, watch me touch a girl. Touch her."

Generalizations and Discriminations:

1. Immediately generalize this learning to real girl classmates. Say, "Touch Mary...Touch her." Then, "Give the ball to her."

2. Another objective pronoun (such as "him") may be taught approximately 2 weeks after "her" has been taught to criterion. Then, T may introduce these two pronouns in a discrimination exercise: "S, give the ball to her" and "S, give the ball to him."

3. A third pronoun (e.g., "me") may be added to the above only after S has passed criterion for the two-pronoun discrimination.

Related Concepts:

In addition to "her," the following concepts may be taught using this lesson plan: "him," "me," "it," "them," "us," and "you."

Model Lesson Plan

SUBJECTIVE PRONOUNS: He

OBJECTIVE: To teach S to respond to the subjective pronoun "he" by pointing to the appropriate picture on the request, "Show me - he walks."

PREREQUISITE SKILLS: Upon request, S discriminates action verbs (walk, eat, sleep) in pictures by pointing to the appropriate action (See Note 1).
Upon request, S responds appropriately to "Show me."

MATERIALS: Three action pictures: a boy walking, a boy eating, and a boy sleeping; three action pictures: a girl swimming, a girl eating, and a girl sleeping. (See Note 2.)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 3 action pictures of a boy and 3 pictures of a girl, and say, SHOW ME - HE WALKS. SHOW ME - HE EATS. SHOW ME - HE SLEEPS. SHOW ME - HE EATS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 3 pictures of a boy. Pick up the picture of a walking boy, and say, A <u>BOY</u> WALKS, while touching the boy. Say, <u>HE</u> WALKS, while touching the boy. Repeat the above demonstration using the other 2 pictures and the sequences, A <u>BOY</u> EATS. <u>HE</u> EATS. A <u>BOY</u> SLEEPS. <u>HE</u> SLEEPS. A <u>BOY</u> EATS. <u>HE</u> EATS.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2 and say, SHOW ME - A BOY WALKS. SHOW ME - HE WALKS. SHOW ME - A BOY SLEEPS. SHOW ME - HE SLEEPS. SHOW ME - A BOY EATS. SHOW ME - HE EATS. SHOW ME - A BOY WALKS. SHOW ME - HE WALKS. (See Note 3.)	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 4. Task Request Use materials specified in Stage 2 and say, SHOW ME - HE WALKS. SHOW ME - HE SLEEPS. SHOW ME - HE EATS. SHOW ME - HE WALKS.		
Stage 5. Task Request Add a picture of a girl to the rear of the tray of Stage 2, and repeat Stage 4.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Add 2 pictures of a girl slightly to the rear of the tray of Stage 2, and repeat Stage 4.		
Stage 7. Terminal Behavior Randomly place on a tray 3 pictures of girls and 3 pictures of boys, and repeat Stage 4.		
Stage 8. Posttest Use a tray containing 3 action pictures of a boy and 3 pictures of a girl, and say, SHOW ME - HE WALKS. SHOW ME - HE EATS. SHOW ME - HE SLEEPS. SHOW ME - HE EATS.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 7.	

Notes:

1. Before beginning the Pretest, T should first briefly assess S's ability to point to pictures which show the actions used in this lesson. With the appropriate pictures, T would ask S to "Show me - walk," "Show me - sleep," "Show me - eat," etc.

2. Pictures are used in this teaching lesson because it would be difficult to insure that S's classmates would perform the desired actions. Use pictures of any 3 actions that S knows.

3. If S begins to point, restrain him, until the entire task request is given. Reinforce S with "good waiting."

Generalizations and Discriminations:

1. Generalize understanding of "he" to all male classmates, e.g., "Bobby walks, he walks."

2. "She" may be taught approximately 2 weeks after "he" has been learned to criterion. T should use this same lesson format.

3. After both "he" and "she" have been learned to criterion, T should introduce the two pronouns in a discrimination exercise. Using pictures of both boys and girls, T would say, "Show me - he walks." "Show me - she walks," etc.

Related Concepts:

In addition to "he," this lesson plan can be used to teach "she" and "it".

Model Lesson Plan

SUBJECTIVE PRONOUNS - EXPRESSIVE USE: I

OBJECTIVE: To teach S to use "I" appropriately.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Tell me," "Walk," and "Jump."

MATERIALS: None.

INTRODUCTORY COMMENT: "I" is taught and tested by means of S's vocal responses and not through his motor responses because S can use this concept only by means of vocal responses. "I" can also be taught informally. T might teach S the "I want cookie" statement as follows: When S wants a cookie, T says, "Tell me, want cookie." After that response is established and S uses it spontaneously, T says, "Tell me, want cookie." The next step would be, "Tell me, I want cookie." T should generalize this to other everyday situations where S could be taught to say "I". S may also benefit from hearing other children and adults model correct usage of "I."

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Say, S, WALK! While S is walking, say, WHO WALKS? Say, S, JUMP! While S is jumping, say, WHO JUMPS? Repeat the above two trials.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct spontaneous responses of "I" or "I ( )" in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Stand up and walk. While you are walking, touch your chest, using closed fist with index finger extended, and say, I WALK. Demonstrate "I walk" 4 times.		
Stage 3. Task Request Take S by the hand and begin walking together. While you are both walking, touch your chest and assist S to touch his chest, and say, S, TELL ME, I WALK. (See Notes 1 and 2.)	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct imitations of "I" or "I walk," in a set of 4 trials.	Use either: Correction Procedure for No Vocal Response. or Correction Procedure for Incorrect Vocal Response.
Stage 4. Task Request T and S walk. Say, WHO WALKS? I WALK. WHO WALKS? Assist S to touch his chest when saying "I."		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Terminal Behavior for "I walk" S walks. Say, WHO WALKS? (At first, T may need to cue S by pointing to T's chest. See Note 3.)	Reinforce and repeat task request. Pass Criterion: 3/4 consecutive correct spontaneous responses of "I" or I walk."	Use the appropriate Correction Procedure.
Stage 6. Repeat Stages 2-5 using the action "jump" in place of "walk."		
Stage 7. Posttest Say, S, WALK! While S is walking, say, WHO WALKS? Say, S, JUMP! While S is jumping, say, WHO JUMPS? Repeat the above two trials.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct spontaneous responses of "I" or "I ( )" in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5 or 6.	

Notes:

1. A child may answer by saying "me," his own name, or the teacher's name. Although these responses are not incorrect, since this lesson plan deals with "I," the child who answers with the above responses should be given an unenthusiastic "OK," followed by the Correction Procedure for Incorrect Vocal Response.

2. If S will not make an imitative vocal response, see Chapter V, Developing and Expanding the Child's Verbal Repertoire.

3. If S can use "I" only on an imitative level or S can produce "I" only when cued by T's pointing gesture, go on to a new lesson and return S to this lesson at a later time when his responses are more spontaneous.

4. When the expected response is vocal, T should be aware of possible speech problems and reinforce successive approximations to the correct production of the word.

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Related Concepts:

In addition to "I," this lesson plan may be used to teach the concept "you." Have S walk and point to S, saying, "You walk" for the demonstration. During the task requests, have S seated while you walk and use the "S, tell me, you walk," "Who walks? Tell me, you walk," sequences. Use "Who walks?" as the terminal behavior. In a like manner, this lesson plan can also be used to teach "we."

Model Lesson Plan

PLURALS

OBJECTIVE: To teach S to discriminate between singular and plural forms.

PREREQUISITE SKILLS: Upon request, S responds by touching "marble."

MATERIALS: 4 small, shallow boxes (or box lids) containing 2, 3, 4, and 5 marbles respectively.
4 small, shallow boxes (or box lids) containing 1 marble each.
(See Notes 1 and 2.)

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing 2 small boxes which have 4 and 5 marbles respectively and 2 small boxes containing 1 marble each, and say, S, TOUCH THE MARBLE. S, TOUCH THE MARBLE<u>S</u>. S, TOUCH THE MARBLE. S, TOUCH THE MARBLE<u>S</u>. (Stress the final "z" sound to insure that S hears it.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing 4 small boxes which have 1 marble each. Say, as you touch <u>each</u> marble, TOUCH A MARBLE. (See Note 3.)		
Stage 3. Task Request Use materials specified in Stage 2, and say, S, TOUCH A MARBLE.	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Demonstration Use a tray containing 4 small boxes which have 2, 3, 4, and 5 marbles respectively. Say, as you touch <u>each group</u> of marbles, TOUCH THE MARBLE<u>S</u>. (Prolong final "z" sound. Increase the volume slightly.)		
Stage 5. Task Request Use materials specified in Stage 4, and say, S, TOUCH THE MARBLE<u>S</u>. (Use "z" voice cue.)	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 6. Demonstration Use a tray containing 4 small boxes which have 2, 3, 4, and 5 marbles respectively and 2 small boxes which have 1 marble each. Place the boxes which have 1 marble each at the rear of the tray. Say, as you touch the appropriate marbles, S, TOUCH THE MARBLE<u>S</u>. (Use "z" voice cue.) Demonstrate 3 more times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Task Request Use materials specified in Stage 6, and say, S, TOUCH THE MARBLES. (Use "z" voice cue.)	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 8. Demonstration Use materials specified in Stage 7. Say, as you touch each box, S, TOUCH THE MARBLES. (Use "z" voice cue.) S, TOUCH THE MARBLE. S, TOUCH THE MARBLES. (Use "z" voice cue.) S, TOUCH THE MARBLE. T should attempt to insure that S is attending by using commands such as "Listen" (pointing to her ears" when T switches from the plural to singular form, or vice versa.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Task Request Use materials specified in Stage 8. Say, S, TOUCH THE MARBLES. (Use "z" voice cue.) S, TOUCH THE MARBLE. S, TOUCH THE MARBLES. (Use "z" voice cue.) S, TOUCH THE MARBLE. It is important to insure that S is attending to the "z" voice cue.	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 10. Terminal Behavior Repeat Stage 9 without prolonging the final "z" sound in the plural "marbles." Be sure, however, to pronounce the final "z" sound distinctly enough for S to hear it.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 11. Posttest Use material specified in Pretest, and say, S, TOUCH THE MARBLE. S, TOUCH THE MARBLES. S, TOUCH THE MARBLE. S, TOUCH THE MARBLES. (Stress the final "z" sound to insure that S hears it.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 9.	

Notes:

1. Use tokens or buttons instead of marbles, if those items are more familiar to S.

2. If S has difficulty with the lesson plan, T may teach S the lesson using body parts instead of marbles. Then, when S has mastered this, marbles should be re-introduced.

3. Since T uses the "Touch" command in the demonstration, S may respond to it. If this occurs, T should change to "S, watch me touch a marble," etc.

Generalizations and Discriminations:

For a discrimination exercise, T says: "S, touch your eye," and "S, touch your eyes." All body parts that have regular plural forms can be used. At the beginning, the above procedure should be used; later a random order of presentation could be introduced as follows: "Touch your eye," "Touch your shoulders," "Touch your leg," etc.

Model Lesson Plan

ADVERBS: Up, Down

OBJECTIVE: To teach S to respond to the requests "Up!" and "Down!" and to discriminate between these actions.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Stand (up)" and "Sit (down)."
Upon request, S responds by touching "stairs."

MATERIALS: A room or hall with stairs.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Seat S in a chair, and say, S, UP! S, DOWN! Place S at the bottom of a stairway, and say, S, UP! S, DOWN! (Do not gesture.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Sit in a chair, and say, I STAND UP, as you stand. Wait 5 seconds. Sit down without comment. Repeat. Sit in a chair and say, UP! as you stand. Wait 5 seconds. Sit down without comment. Repeat.		
Stage 3. Task Request Seat S in a chair, and say, S, STAND UP. After S stands up, and is reinforced, press firmly on his shoulder to "cue" him to sit down. (Do not say, "Sit down.") Then say, S, UP! (Assist S in sitting down.) Repeat.	Reinforce. Pass Criterion: 3 consecutive correct responses in a set of 4 trials.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Task Request Seat S in a chair, and say, S, UP!	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 5. Demonstration Stand up and say, SIT DOWN, as you sit. Wait 5 seconds. Stand up without comment. Repeat. Stand up, and say, DOWN! as you sit. Wait 5 seconds. Stand up without comment. Repeat.		

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Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Position S in front of a chair. Say, S, SIT <u>DOWN</u>. After S sits down, and is reinforced, apply pressure under S's arms and "cue" him to stand up. (Do <u>not</u> say, "Stand up.") Repeat. Then say, S, <u>DOWN</u>! (Assist S in standing up.) Repeat.	Reinforce. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 7. Task Request Begin with S standing, and say, S, <u>DOWN</u>!	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Terminal Behavior for "up" and "down" with a chair Begin with S standing up, and say, S, DOWN! S, UP! S, DOWN! S, UP!	Reinforce. Pass Criterion: 3/4. S must perform appropriate action with no assistance.	Use appropriate Correction Procedure.
Stage 9. Repeat Stages 2-8, using "S, go up the stairs--S, up!" and "S, come down the stairs--S, down!"		
Stage 10. Posttest. Seat S in a chair, and say, S, UP! S, DOWN! Place S at the bottom of a stairway, and say, S, UP! S, DOWN! (Do not gesture.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 8 or 9.	

Notes:

1. "Up" and "down" are taught together because they occur together in many parallel situations, such as those in the lesson and "pick up" and "put down," "get up" and "lie down," etc.

2. Although "Stand up" and "Go up the stairs" are used at first, the terminal command T wants S to respond to is "Up." "Up" is used alone as soon as possible so that S will not associate "up" only with "Stand ___" and "Go ___ the stairs." The same is true of "(Sit) down."

Generalizations and Discriminations:

This can be incorporated into a fast-paced discrimination activity such as the song-game, "There Was A Duke of York." S and T perform the appropriate actions whenever they hear "up" and "down." Then S is required to do the actions alone or with classmates.

There was a Duke of York.
He had ten thousand men.
He marched them up the hill,
He marched them down again.
And when they're up they're up;
And when they're down they're down;
But when they're only half-way up,
They're neither up nor down.

Model Lesson Plan

ADVERBS: Fast

OBJECTIVE: To teach S to discriminate fast clapping and fast writing from normal clapping and normal writing. (See Note 1.)

PREREQUISITE SKILLS: Upon request, S responds appropriately to "clap", and "write".
S uses the yes-no confirmative response appropriately. (See Note 2.)

MATERIALS: Paper, a crayon (or pencil).

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Clap at a normal rate of speed and say, DO I CLAP FAST? Clap at a fast rate of speed and say, DO I CLAP FAST? On a paper, scribble with a crayon (pencil) at a normal rate of speed and say, DO I WRITE FAST? On a paper, scribble at a fast rate of speed and say, DO I WRITE FAST?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration of contrast between fast and normal clapping. Clap your hands together at a normal rate of speed while saying, I CLAP. Then rapidly clap your hands while saying, I CLAP FAST. (See Note 3.) Demonstrate 4 times.		
Stage 3. Demonstration of correct vocal response to "Do I clap fast?" Clap fast. Say, S, DO I CLAP FAST? YES! Clap at a normal rate. Say, S, DO I CLAP FAST? NO! Clap fast, Say, S, DO I CLAP FAST? YES! Clap at a normal rate. Say, S, DO I CLAP FAST? NO!		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 4. Task Request Clap fast. Say, S, DO I CLAP <u>FAST</u>?	Reinforce and repeat task request. Pass Criterion: 3/4.	Use either: Correction Procedure for <u>No Vocal Response</u> or Correction Procedure for <u>Incorrect Vocal Response</u>.
Stage 5. Terminal Behavior for fast clapping Clap fast, and say, S, DO I CLAP <u>FAST</u>? Clap at a normal rate, and say, S, DO I CLAP <u>FAST</u>?		
Stage 6. Demonstration of contrast between normal and fast writing Use a tray containing a paper and crayon (or pencil). Scribble on the paper at a normal rate of speed while saying, I WRITE. Then rapidly scribble on the paper while saying, I WRITE <u>FAST</u>. Demonstrate 4 times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 7. Demonstration of correct vocal response to "Do I write fast?" Use materials specified in Stage 6. Scribble fast. Say, S, DO I WRITE FAST? YES! Scribble at a normal rate. Say, S, DO I WRITE FAST? NO! Scribble fast. Say, S, DO I WRITE FAST? YES! Scribble at a normal rate. Say, S, DO I WRITE FAST? NO!		
Stage 8. Task Request Write fast. Say, S, DO I WRITE FAST?	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Terminal Behavior for fast writing Use materials specified in Stage 6. Scribble fast and say, S, DO I WRITE <u>FAST</u>? Scribble at a normal rate, and say, S, DO I WRITE <u>FAST</u>?	Reinforce and repeat task request. Pass Criterion: 3/4.	Use the appropriate Correction Procedure.
Stage 10. Posttest Clap at a normal rate of speed and say, DO I CLAP <u>FAST</u>? Clap at a fast rate of speed and say, DO I CLAP <u>FAST</u>? On a paper, scribble with a crayon (pencil) at a normal rate of speed and say, DO I WRITE <u>FAST</u>? On a paper, scribble at a fast rate of speed and say, DO I WRITE <u>FAST</u>?	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct responses set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 5 or 9.	

Notes:

1. Clapping and writing are used as activities to teach "fast" because they are convenient, not because they are crucial in S's environment.

2. This lesson plan requires S to use the yes-no confirmative response appropriately in order to pass criterion for the lesson. If S has not mastered the confirmative responses, T may change the format of the lesson so that S is required to "Show me fast clapping" or "Show me fast writing" to pass criterion for the lesson. As a prerequisite, S would have to be able to clap or write fast.

3. The loudness of the clapping should remain identical for both fast and normal clapping so that S will not associate fast with loud and slow with soft.

Generalizations and Discriminations:

1. "Slow" may be taught approximately 2 weeks after "fast" has been learned to criterion.

2. After "slow" is learned to criterion, use "slow" and "fast" in a discrimination exercise.

Model Lesson Plan

MULTIPLE COMMANDS: THE USE OF "AND"

OBJECTIVE: To teach S to perform two actions in sequence when given a multiple command joined by "and."

PREREQUISITE SKILLS: Upon request, S responds appropriately to all language used in the single commands in this lesson plan.
S uses "I" appropriately.

MATERIALS: A room with a window, a door, and S's chair.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Say, S, WALK TO THE WINDOW AND CLAP YOUR HANDS! S, RUN TO THE DOOR AND SIT DOWN ON YOUR CHAIR! S, WALK TO THE WINDOW AND CLAP YOUR HANDS! S, RUN TO THE DOOR AND SIT DOWN ON YOUR CHAIR! (Do not gesture.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correction action sequences, done in order, in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Task Request for Single Commands Say, S, RUN! S, SIT DOWN! (See Note.) Repeat the sequence.	Reinforce after the second command has been followed. Pass Criterion: 2 correct responses in a set of 2 trials.	Use either: Correction Procedure for <u>No Motor Response</u> or Correction Procedure for <u>Incorrect Motor Response</u>.
Stage 3. Demonstration Say, S, I RUN <u>AND</u> SIT DOWN! Wait 1 second. Get up. Say, I RUN <u>AND</u> SIT DOWN! while doing the appropriate actions. Demonstrate 4 times.		

Teaching Procedure	Reinforcement	Correction Procedure
Stage 4. Task Request Say, S, RUN AND SIT DOWN!	For correct action sequences, S must have waited for the entire request to be given before responding. (S may need to be restrained from responding until the entire request is given.) Reinforce and repeat task request. Pass Criterion: 3 consecutive correct action sequences, done in order, in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 5. Task Request for Single Commands Say, S, RUN! S, SIT DOWN ON YOUR CHAIR! Repeat the sequence.	Reinforce after the second command has been followed. Pass Criterion: 2 correct responses in a set of 2 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Demonstration Say, S, I RUN <u>AND</u> SIT DOWN ON A CHAIR! Demonstrate 4 times.		
Stage 7. Task Request Say, S, RUN <u>AND</u> SIT DOWN ON (YOUR) CHAIR!	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct action sequences, done <u>in order</u>, in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 8. Task Request for Single Commands Say, S, RUN! S, CLAP YOUR HANDS!	Reinforce after second command has been followed and repeat task request. Pass Criterion: 2 correct responses in a set of 2 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Demonstration Say, S, I RUN <u>AND</u> CLAP (MY) HANDS! Demonstrate 4 times.		
Stage 10. Task Request Say, S, RUN <u>AND</u> CLAP (YOUR) HANDS!	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct action sequences, done <u>in order</u>, in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 11. Task Request for Single Commands Say, S, RUN TO THE DOOR! S, CLAP YOUR HANDS!	Reinforce after second command has been followed and repeat task request. Pass Criterion: 2 correct responses in a set of 2 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 12. Demonstration Say, S, I RUN TO THE DOOR AND CLAP (MY) HANDS! Demonstrate 4 times.		
Stage 13. Task Request Say, S, RUN TO THE DOOR AND CLAP (YOUR) HANDS!	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct action sequences, done in order, in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 14. Task Request for Single Commands Say, S, WALK TO THE WINDOW! S, CLAP YOUR HANDS!	Reinforce after second command has been followed and repeat task request. Pass Criterion: 2 correct responses in a set of 2 trials.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 15. Demonstration Say, S, I WALK TO THE WINDOW <u>AND</u> CLAP (MY) HANDS! Demonstrate 4 times.		
Stage 16. Task Request Say, S, WALK TO THE WINDOW <u>AND</u> CLAP (YOUR) HANDS!	Reinforce and repeat task request. Pass Criterion: 3 consecutive correct action sequences, done <u>in order</u>, in a set of 4 trials.	Use the appropriate Correction Procedure.
Stage 17. Posttest Say, S, WALK TO THE WINDOW <u>AND</u> CLAP YOUR HANDS! S, RUN TO THE DOOR <u>AND</u> SIT DOWN ON THE FLOOR! S, WALK TO THE WINDOW <u>AND</u> CLAP YOUR HANDS! S, RUN TO THE DOOR <u>AND</u> SIT DOWN ON THE FLOOR! (Do not gesture.)	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct action sequences, done <u>in order</u>, in a set of 4 trials. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 7, 10 or 13.	

Note:

Choose action words to which S already responds.

Generalizations and Discriminations:

1. T reverses the order of the individual commands in the multiple command or recombines the components to form completely new multiple commands. This is to confirm that S is attending to the order of the commands and, therefore, responds appropriately to the sequence.

2. The lesson plan uses "irrelevant: but "concrete" commands to teach S to perform actions in sequence. T should generalize this learning to "relevant" commands such as "Put your toys in the box and come to the table."

3. T says (pointing to the respective objects, "A book and a ball." Repeat 3 times. Then T says, "S, touch a book and a ball" (T pauses after "touch" and says "a book and a ball" as a unit). Repeat 3 times.

4. T says, "Pick up and give me a ball." (Say "Pick up and give me" as a unit.) Repeat 3 times.

5. T says, "Put a book and a ball in the wastebasket." (Pause after "put" and say "a book and a ball" as a unit.) Repeat 3 times.

Model Lesson Plan

ESTABLISHMENT OF A CHAIN OF ACTIONS UNDER A SINGLE VOCAL COMMAND -

Set the Table

OBJECTIVE: To teach S to perform a chain of actions in sequence, when given a single vocal command. (See Note 1.)

PREREQUISITE SKILLS: Upon request, S responds by touching each of the objects used in the lesson.
Upon request, S responds appropriately to each of the commands used in the lesson.

MATERIALS: A table, a plate, a folded napkin, a glass, and a chair.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 1. Pretest Use a tray containing a plate, a folded napkin and a glass. Place the tray at the rear of a table. Place a chair near (but not against) the table. With S and T standing at the front of the table, says, S, SET THE TABLE. Repeat 3 more times intermittently during the same teaching session.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct sequences of actions, in a set of 4 trials, done in the following order: (a) First, S must put the plate on the table. (b) Then he must place the napkin to the left of the plate. (c) Next, he must place the glass to the upper right of the plate. (d) Finally, he must push the chair to the table. If criterion is met, proceed to next lesson. If criterion is not met, proceed to Stage 2.	

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 2. Demonstration Use a tray containing a plate and a folded napkin. Place the tray at the rear of a table. With S and T standing at the front of the table, say, LOOK! I SET THE TABLE. Then say, I PUT DOWN THE PLATE, and immediately pick up the plate from the tray and place it on the table. Then say, I PUT DOWN THE NAPKIN, and immediately pick up the napkin from the tray and place it to the left of the plate. Then say, GOOD! I SET THE TABLE. Repeat the entire demonstration 3 more times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 3. Task Request Use materials specified in Stage 2. With S and T standing at the front of the table, say, S, SET THE TABLE. Pick up the plate, give it to S, and say, S, PUT DOWN THE PLATE. Pick up the napkin, give it to S, and say, S, PUT DOWN THE NAPKIN. Repeat the entire sequence 3 more times.	Reinforce (with "Good, you set the table"). Pass Criterion: 3 consecutive correct sequences of actions, in a set of 4 trials, done in the following order: (a) First, S must put the plate on the table. (b) Then he must place the napkin to the left of the plate.	Use either: Correction Procedure for No Motor Response or Correction Procedure for Incorrect Motor Response.
Stage 4. Task Request Use materials specified in Stage 2. With S and T standing at the front of the table, say, S, SET THE TABLE.	Reinforce and repeat task request. Pass Criterion: 3/4 consecutive correct sequences of actions, done in the appropriate order.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 5. Demonstration Use a tray containing a plate, a napkin, and a glass. Place the tray at the rear of a table. With S and T standing at the front of the table, say, LOOK! I SET THE TABLE. Then say, I PUT DOWN THE PLATE, and immediately pick up the plate from the tray and place it on the table. Then say, I PUT DOWN THE NAPKIN, and immediately pick up the napkin from the tray and place it to the left of the plate. Then say, I PUT DOWN THE GLASS, and immediately pick up the glass from the tray and place it to the upper right of the plate. Then say, GOOD! I SET THE TABLE. Repeat the entire demonstration 3 more times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 6. Task Request Use materials specified in Stage 5. With S and T standing at the front of the table, say, S, SET THE TABLE. Pick up the plate, give it to S, and say, S, PUT DOWN THE PLATE. Pick up the napkin, give it to S, and say, S, PUT DOWN THE NAPKIN. Pick up the glass, give it to S, and say, S, PUT DOWN THE GLASS. Repeat the entire sequence 3 more times.	Reinforce (with "Good, you set the table"). Pass Criterion: 3/4 consecutive correct sequences of actions, done in the following order: (a) First, S must put the plate on the table. (b) Then he must place the napkin to the left of the plate. (c) Next, he must place the glass to the upper right of the plate.	Use the appropriate Correction Procedure.
Stage 7. Task Request Use materials specified in Stage 5. With S and T standing at the front of the table, say, S, SET THE TABLE.	Reinforce and repeat task request. Pass Criterion: 3/4 consecutive correct sequences of actions, done in the appropriate order.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 8. Demonstration Use materials specified in Stage 5. Place a chair near (but not against) the table. With S and T standing at the front of the table, say, LOOK! I SET THE TABLE. Then say, I PUT DOWN THE PLATE, and immediately pick up the plate from the tray and place it on the table. Then say, I PUT DOWN THE NAPKIN, and immediately pick up the napkin from the tray and place it to the left of the plate. Then say, I PUT DOWN THE GLASS, and immediately pick up the glass from the tray and place it to the upper right of the plate. Then say, I PUSH THE CHAIR, and immediately push the chair to the table. Then say, GOOD! I SET THE TABLE. Repeat the entire demonstration 3 more times.		

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 9. Task Request Use materials specified in Stage 5. Place a chair near (but not against) the table. With S and T standing at the front of the table, say, S, SET THE TABLE. Pick up the plate, give it to S, and say, S, PUT DOWN THE PLATE. Pick up the napkin, give it to S, and say, S, PUT DOWN THE NAPKIN. Pick up the glass, give it to S, and say, S, PUT DOWN THE GLASS. Touch the chair, and say, S, PUSH THE CHAIR. Repeat the entire sequence 3 more times.	Reinforce (with "Good, you set the table"). Pass Criterion: 3/4 consecutive correct sequences of actions, done in the following order: (a) First, S must put the plate on the table. (b) Then he must place the napkin to the left of the plate. (c) Next, he must place the glass to the upper right of the plate. (d) Finally, he must push the chair to the table.	Use the appropriate Correction Procedure.

Teaching Procedure	Reinforcement Procedure	Correction Procedure
Stage 10. Terminal Behavior Use materials specified in Stage 5. Place a chair near (but not against) the table. With S and T standing at the front of the table, say, S, <u>SET THE TABLE</u>.	Reinforce and repeat task request. Pass Criterion: 3/4 consecutive correct sequences of actions, done in the appropriate order.	
Stage 11. Posttest Use materials specified in Pretest. Place the tray at the rear of a table. Place a chair near (but not against) the table. With S and T standing at the front of the table, say, S, <u>SET THE TABLE</u>. Repeat 3 more times intermittently during the same teaching session.	Do not reinforce a correct response and do not correct an incorrect response. Pass Criterion: 3 consecutive correct sequences of actions, in a set of 4 trials, done in the following order: (a) First, S must put the plate on the table. (b) Then he must place the napkin to the left of the plate. (c) Next, he must place the glass to the upper right of the plate. (d) Finally, he must push the chair to the table. If criterion is met, proceed to next lesson. If criterion is not met, return to Stage 3, 6 or 9.	

Notes:

1. This lesson plan was written using the table setting sequences as listed because they are relatively easy to perform and because they follow a logical order. This definition could change, however, to include all of those commands usually associated with setting a table. With children who function at a lower level, T may want to begin with only 2 commands, expanding the number of sequences as the child masters each sequence.

2. This lesson is programmed in a forward chaining sequence. An alternative is to teach the sequence using a <u>backward</u> chaining procedure. Examples of backward chaining are found in the section describing "Development and Expansion of the Child's Verbal Repertoire" and also in the Self-Help Instruction curriculum, particularly in the lesson plans for dressing and grooming skills.

SECTION FOUR

CONCEPTS AND MATERIALS

Using the Master Word List

The Master Word List is designed to serve as a basic vocabulary for the young retarded child. The list contains (a) words and phrases to which the child may learn to make motor responses, and (b) words and phrases which the child may learn to say.

The Master Word List orders the concepts according to difficulty and indicates the conditions under which they could be taught. The words in the list are ones the child needs to understand and use in order to function in his everyday environment. These are the words he will use most frequently. They generally represent concrete objects and discrete actions. The words are relatively easy to discriminate and to pronounce. The criteria for selection of the concepts include (a) relevance, (b) functionality, (c) frequency, (d) concreteness, (e) ease of auditory discrimination, and (f) ease of articulation.

The words are arranged in categories (e.g., objects, adjectives, actions). Within each category, words are arranged in levels of increasing difficulty. At the most basic level, children are taught Level I words. Then, as the children master these, words from Levels II, III, IV are added to their vocabulary. The division lines between the levels are <u>not</u> <u>rigid</u>. While a rationale was developed for placing the words in various levels, the majority of the placements rest on a priori judgments. The sequence of instruction for each child will depend on the child's initial repertoire of concepts and his progress in learning new concepts.

At each level, words are arranged alphabetically within each category. Following the highest level is a supplementary list. The words in this list may be considered as a pool of related words for children at higher functional levels or for specific situations which call for them.

Most words are to be taught in the classroom, through the use of the appropriate lesson plan. Items not encountered frequently in the classroom (e.g., "teeter-totter" or "mud") and items that are difficult to test (e.g., "night" or "class") are taught informally, under the appropriate circumstances outside of class. Of course, the teacher may teach these items in class if they are particularly relevant to the child.

The Master Word List is intended to be used in the following manner. The teacher should

1. select from the Master Word List a concept (a) at a level appropriate to the child's functioning and (b) relevant and critical to his experience;

2. consult the lesson plan, paying special attention to the suggestions for instruction which are provided;

3. use her discretion in selecting which specific combinations of words to use in her instruction; and

4. pretest the concept and teach it, if necessary, using the lesson plan format.

The teacher may then progress within that given level, or through different levels of difficulty in uneven steps. When a child is learning concepts at different levels, the teacher should attempt to maintain a balance of easy and difficult tasks. Also, it is more appropriate to introduce one new concept at a time rather than introduce several.

While it is possible to follow a rigid order of presentation, it should be made clear that the teacher is free to select words from the list which best suit her purposes and the child's level of instruction. A teacher need not begin at Level I and pretest all those items. Instead, she may choose several concepts from Levels I and II, which she considers to be important and relevant, and pretest those. The words she selects are entirely dependent on the child's behavioral repertoire when he begins instruction. A child whose parents have diligently taught him labels for a variety of foods might be learning to identify foods found in the supplementary list while he is learning Level I concepts in another category. On the other hand, a child who is almost non-verbal when he enters school might spend most of his academic year at Level I.

The Master Word List contains phrases as well as individual words. These phrases include classroom questions and task requests the child should learn, as well as words and phrases which he may use. The phrases to which the child responds appropriately may include elements which are not meaningful to him. Although non-meaningful at the outset, instruction can be programmed so that the child eventually responds appropriately to each of the elements. For example, the child learns to touch his nose when given the request, "Touch your nose" in Level I. However, the pronoun "your" (contrasted with "my") is not taught systematically until Level II.

The phrases in the Master List include those which are used systematically in the classroom, as well as those which may be used incidentally outside of the classroom. "Touch _____" and "Tell me _____" occur under specific conditions and set the occasion for specific responses. Responses to such phrases may be taught systematically. However, "Get dressed," "Cross the street," and "Do you have to go potty?" occur incidentally outside of class under the appropriate circumstances. Both types of phrases provide opportunities for learning, and both should be utilized to the fullest.

In summary, the Master Word List is an example to order a system of instruction for young retarded children. It is a suggested basic vocabulary but is not all-inclusive; work on verb tenses, for example, could be added for the more advanced children. It is a guide and resource for the teacher, not an inflexible sequence of concepts.

Master Word List

LEVEL I

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
OBJECT -	ear mouth eye nose		
OBJECT - Clothing	shoe sock		
General House	chair table		
Bedroom		bed	
Bathroom	potty/toilet water (in sink or tub)		
Kitchen and Dining Room	fork plate glass spoon		

(Continued)

LEVEL I (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Living Room		TV/television	
Classroom	ball block		class
Outside		sidewalk/pavement street	
People		child's first name Daddy Mommy/Mama (If photos are not available, teach under the appropriate circumstances outside of class)	
Animals		cat dog	
Foods	milk water		

(Continued)

LEVEL I (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
ADJECTIVES	big little		good
POSSESSIVE PRONOUNS - EXPRESSIVE USE	my		
ACTIONS - INTRANSITIVE VERBS	come stand up jump walk run sit down		wait stop
ACTIONS - TRANSITIVE VERBS	blow give me eat put on drink take off dry wash		
PREREQUISITE BEHAVIORS- "GOOD ATTENDING"	listen look		

(Continued)

Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
DO THIS. TELL ME, (hello). GOOD SITTING. GOOD, YOU'RE QUIET. SHH ... BE QUIET. GOOD HANDS. GOOD LEGS. LOOK. GOOD LOOKING. LISTEN. GOOD LISTENING. S, DO YOU WANT TO EAT (candy)? S, DO YOU WANT ME TO (slap) YOU? IS THIS A (ball)? YES! TELL ME, YES! IS THIS A (block)? NO! TELL ME, NO! THIS IS A (ball). TOUCH A (ball). TOUCH ANOTHER (ball). TOUCH YOUR (nose). S, THIS IS (Timmy). WHO IS THIS? (Timmy). S, WHO HAS THE (eraser)? WHAT IS THIS? WHAT DOES (Timmy) HAVE? WHAT DO YOU HAVE? (Continued)	Please - Thank you - You're welcome. Hi/Hello - Goodbye/Bye-Bye. How are you? - I'm fine - OK - All right. Go to bed. Do you have to go potty? - Go potty. Good boy/Good girl - Good work. Time for bed - Time for class - Time for juice. What is your name? Do you want to (jump)? No! Do <u>not</u> run. Come here!

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Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
(Open) A (book). S, (jump)! THIS IS A (big) (box). TOUCH A (big) (box). IS THIS A (big) (box)? S'S (nose). WHOSE (nose)? MY (nose). TELL ME, S, MY (nose).	

LEVEL II

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
PREREQUISITE BEHAVIORS- ATTENDING TO OWN NAME	everybody		
OBJECTS - BODY PARTS	foot hand hair teeth		
OBJECTS -			
Clothing	coat pajamas dress shirt hat slippers pants/slacks		
General House	door wastebasket floor window wall		
Bedroom	blanket/cover sheet pillow		

(Continued)

LEVEL II (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Bathroom	soap toothbrush toothpaste towel washcloth	bathroom bathtub/tub	bath
Kitchen and Dining Room	bib bowl knife napkin		
Living Room		sofa/couch	
Miscellaneous	book kleenex/tissue		
Classroom	blackboard chalk desk eraser paper pencil		

(Continued)

LEVEL II (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Recreation	balloom bean bag box crayon doll/baby	bike/bicycle/tricycle boat car swimming pool/wading pool train slide swing	
Outside		church driveway flower grass playground house school store tree	mud sand yard/lawn (front and back)
People		brother's first name classmates' first names pet's name sister's first name teacher's name	

(Continued)

LEVEL II (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Animals		bear bird chicken/hen cow elephant fish horse lion monkey pig sheep	
Foods	candy juice	apple bread butter cake cereal coke/pop cookie corn hamburger hot dog ice cream meat orange peas potato sandwich soup toast	

(Continued)

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LEVEL II (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
ADJECTIVES	cold hot		
PREPOSITIONS	in		
POSSESSIVE PRONOUNS	your		
OBJECTIVE PRONOUNS	her me him		
SUBJECTIVE PRONOUNS	you		
ACTIONS - INTRANSITIVE VERBS	get up lie down		hurry sleep line up spit play start/begin

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(Continued)

LEVEL II (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:		Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:	
ACTIONS - TRANSITIVE VERBS	bounce	hit		chew	rinse
	brush	kick		flush	squeeze
	catch	open		get in	swallow
	clap	pick up		get on	wipe
	close/shut	roll		get out of	
	erase	throw			
	get/bring	throw away			

LEVEL II (continued)

Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
PUT THE (block) (in) A (box). TOUCH A (girl). TOUCH (her). GIVE THE (box)TO (her). EVERYBODY, TOUCH YOUR (nose).	Are you thirsty? - I'm thirsty. Are you hungry? - I'm hungry. Are you full? - I'm full. Are you all through? - I'm all through - Not yet. Do you want more? - More, please. Do you want to be excused? - Excuse me. Are you tired? - I'm tired. Are you sleepy? - I'm sleepy - Go to sleep. Wash your face. Take a bath. Stand at your place. Good eating. Good, you use your (napkin). Eat a piece of (meat). Take a bite of (sandwich). (Continued)

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LEVEL II (continued)

Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
	Tell me the whole thing. Do you have a (ball)? Does (Kathy) have a (ball)?

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LEVEL III

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
OBJECTS - BODY PARTS	finger tummy/stomach tongue		
OBJECTS - Clothing	belt snap boot sweater button T-shirt buttonhole underpants mitten undershirt pocket zipper		
General House	key	clock phone/telephone lamp stairs/steps	playroom/rec room
Bedroom	drawer closet		

(Continued)

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LEVEL III (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Bathroom	band-aid comb brush/hairbrush mirror toilet paper	shower	shampoo
Kitchen and Dining Room	cup sponge saucer	iron refrigerator kitchen stove/oven	dish
Living Room		picture (on a wall) radio	
Miscellaneous	magazine newspaper matches		fire picture (in a book) story page (in book)
Classroom	dime nickel dollar penny jar	circle square line	

(Continued)

LEVEL III (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Recreation	bat bead brush clay drum gun horn pail paint paste/glue peg puzzle scissors shovel string whistle	airplane bus kite sandbox scooter truck wagon	jungle gym teeter-totter
Outside		rain snow spotlight/ traffic light sun	morning night park
People		baby boy girl lady/woman man	
Animals		bunny calf chick pony puppy rabbit duck frog goat kitty/kitten lamb mouse rooster snake turtle	

(Continued)

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LEVEL III (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:		Teach the following using pictures with the appropriate lesson plan:		Teach the following under the appropriate circumstances outside of class:
Foods	gum	potato chip	bacon	french fries	
	jelly	salt	banana	grapes	
	peanut butter	sugar	beans	ice cream cone	
	pepper	syrup	breakfast	jello	
	popcorn	vitamin	carrot	lunch	
			catsup	pancake	
			cheese	peach	
			cracker	pie	
			dessert	salad	
			dinner/supper	spaghetti	
			eggs	tomato	

(Continued)

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LEVEL III (Continued)

Classification	Teach the following using real objects with the appropriate lesson plan:		Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:	
ADJECTIVES	blue	happy		funny	pretty
	clean	red		nice	
	dirty	sad			
	green	yellow			
	dry	wet			
	loud	quiet			
ADVERBS	down	up			
PREPOSITIONS	in back of	out			
	in front of	under			
	on				
POSSESSIVE PRONOUNS	her	his			

(Continued)

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LEVEL III (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
SUBJECTIVE PRONOUNS - EXPRESSIVE USE	he she I		
ACTIONS - INTRANSITIVE VERBS	button turn around dance zip sing		climb slide paste/glue swing
ACTIONS - TRANSITIVE VERBS	color point to count pull cut push draw put down feel tie hang up		ask ring beat scrub/rub follow see hear sit on hold spear paint spread pass take out put away take off ride turn on

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(Continued)

Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
S, FEEL THIS. THIS (washcloth) IS (wet). IS THIS (washcloth) (wet)?	Be careful.
THIS IS (loud) (talking). (Loud.) S, SHOW ME (loud) (talking). S, SHOW ME (quiet) (clapping).	Be gentle.
THIS IS A (boy's) (nose). THIS IS (his) (nose). TOUCH A (boy's) (nose). TOUCH (his) (nose).	Be nice.
A (boy) (walks). (He) (walks). SHOW ME - (he) (walks).	Nice work - Nice sitting.
WHO (walks). I (walk).	Get dressed - Get Undressed.
S, TOUCH THE (marble). S, TOUCH THE (marbles).	Shake hands.
STAND UP. GO UP THE STAIRS. UP! SIT DOWN. COME DOWN THE STAIRS. DOWN!	Tell me about the (cat).
(Run) AND (sit down). (Run to the door) AND (sit down on the floor).	Are you sick? - I'm sick - I'm hurt.
	Are you ready? - I'm ready.
	Do you hear me? Good listening.
	Do you see me? Good looking.
	Turn on the lights - Turn off the lights.

LEVEL IV

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
OBJECTS - BODY PARTS	arm knee leg neck shoulder toe		
OBJECTS - Clothing	blouse hood jacket purse raincoat nightgown/nightie robe/bathrobe swimsuit/bathing suit watch scarf shoelace shorts shirt sleeve	clothes	

(Continued)

LEVEL IV (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
General House	curtain rug/carpet		basement garage ceiling hall doorbell porch doorknob roof
Bedroom	bedspread hanger		dresser pillow case hook toy chest
Bathroom		sink	faucet pill medicine shelf medicine chest stool
Kitchen and Dining Room		broom mop dining room	counter
Living Room		living room plant piano	

(Continued)

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LEVEL IV (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
Miscellaneous	envelope gift/present hammer hole letter money nail needle party safety pin thread		birthday day noise surprise week
Recreation	marble phonograph/record player record top toy	baby buggy jet rocking horse fire truck/fire engine sailboat sled tractor	
Outside	cloud garden leaf moon nest seed star stick stone/rock		dirt summer winter

(Continued)

LEVEL IV (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
People		barber dentist doctor farmer fireman mailman nurse policeman teacher	Aunt _____ child's last name Grandma/Grandmother Grandpa/Grandfather Uncle _____
Animals		bug butterfly caterpillar fly spider	
Foods	Koolaid raisins	chicken cocoa/hot chocolate donut fish food fruits gravy noodles nut pear pizza popsicle pretzel pudding rice roll strawberry vegetables	

(Continued)

LEVEL IV (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
ADJECTIVES	black new skinny brown old tall chocolate orange vanilla fat short white		
	heavy rough light smooth		
	different same		
	left right		
ADVERBS	fast slow		again now here
PREPOSITIONS	above next to between through		

(Continued)

LEVEL IV (continued)

Classification	Teach the following using real objects with the appropriate lesson plan:	Teach the following using pictures with the appropriate lesson plan:	Teach the following under the appropriate circumstances outside of class:
ACTIONS - INTRANSITIVE VERBS	hop skip march write		
ACTIONS - TRANSITIVE VERBS	buckle taste build unbuckle drop unbutton smell unsnap snap unzip		carry push through pull out spin pull up

Once introduced in the classroom, the following types of phrases may be used under the appropriate circumstances outside of class:	The following social words and phrases can be used under the appropriate circumstances outside of class:
THIS IS YOUR (right) (hand). S, GIVE ME YOUR (right) (hand). (Right) (hand)... (Right) (ear). TOUCH YOUR (right) (ear). LOOK. THIS ONE IS (the same). S, TOUCH ONE THAT IS (the same). I (clap). I (clap) (fast). S, (clap) (fast). DO I (clap) (fast)? S, LOOK! I SET THE TABLE. PUT DOWN THE (plate). PUSH THE (chair). S, SET THE TABLE.	Eat your food. Eat your (vegetables). Clean your room - Put away your clothes. Clear the table. Empty the wastebasket. Make your bed. Do the dishes - Wash the dishes. Wash the pots and pans. Cross the street. Read the story to me. Write your name.

SUPPLEMENTARY LIST

OBJECTS - BODY PARTS

ankle
beard
*blood
braids
cheek
chest
chin
crewcut
elbow
eyelash
eyebrow
fingernail
gums
head
heel
hip
knuckle
lips
ponytail
shin
skin
thumb
toenail
waist
whiskers
wrist

OBJECTS -

Clothing

apron
barrette
bow
bracelet
cap
collar
cuff
earring
glove
handkershief
jumper
necklace
patch
pearls
pin
ribbon
ring
snowpants/snowsuit
stitches
suit
suspenders
tie
trousers
umbrella

General House

*air-conditioner
ashtray
*attic
candle
chimney
fireplace
*laundry room
*lock
*patio
*radiator
*room
*screendoor
*storm window
*thermostat
*utility room
*venetian blinds
*vent
*windowshade
*windowsill

Bedroom

*bedframe
*bureau
crib/baby bed
*mattress
*quilt
*springs

Bathroom

*bathmat
*drain stopper/plug
*scale
*shower curtain

Living Room

*bookcase
*coffee table
*end table
*footstool
*vase

Kitchen and Dining Room

bottle
bucket
*cabinet
can
cloth
*cupboards
*dishwasher
*disposal
*drain
*dryer
dustpan
*freezer
*ironing board
jar
paper towel
pipe
pitcher
table cloth
toaster
*towel rack
*washer/washing machine

(Continued)

*to be taught under the appropriate circumstances outside of class.

SUPPLEMENTARY LIST (continued)

OBJECTS -

Miscellaneous

bottom
*cloths - cotton
silk
wool, etc.
*days - Monday
Tuesday, etc.
half
*materials - board
brick
glass
leather
plastic
wood, etc.
*metals - iron
lead
steel, etc.
*months - January
February, etc.
*rip
rubber band
scotch tape
sign
*tear
*tile
top
whole

Classroom

pen
rectangle
triangle

Recreation

ambulance
basketball
baseball
eleavator
engine
*escalator
ferryboat
football
helicopter
motorboat
motorcycle
police car
rowboat
ship
*subway
taxi/taxicab

Outside

*apartment
barn
beach
beehime
bench
branch
bridge
bush
city
cocoon
*country
curb
department store
*desert
*drugstore
fall (season)
farm
fence
*fern
firehouse
flag
flagpole
forest
gas station
gate
grocery store
highway
hose
hospital
*inside
jungle
ladder
lake
lawn chair
lawnmower
mailbox
mountain
*movie theater
*museum
mushroom
ocean
*outside
picnic
picnic table
post office
railway station
rake
river
seashore
spring (season)
sprinkler
Sunday school
trailer
trash can
*vine
water fountain
wheelbarrow
woods
zoo

People

*aunt
brother
child
children
cook
*cousin
cowboy
dancer
family
father
*friend
Indian
librarian
milkman
minister/Rev._____
mother
painter
paperboy
priest/Father _____
rabbi/Rabbi _____
singer
sister
soldier
*uncle

(Continued)

SUPPLEMENTARY LIST (continued)

OBJECTS -

Animals

alligator
ant
bee
buffalo
camel
canary
chipmunk
deer
fox
giraffe
goose
grasshopper
hippopotamus
kangaroo
ladybut
lightning bug
lobster
moth
moose
owl
panther
parakeet
parrot
racoon
rat
rhinocerous
seal
skunk
squirrel
swan
tiger
turkey
whale
worm
zebra

Foods

apricot
asparagus
avocado
baked potato
beef/roast beef/roast
*beer
beets
blueberry
boiled egg
broccoli
cabbage
cantaloupe
cauliflower
celery
cereals - Cheerios
cornflakes
oatmeal
Sugar Pops, etc.
cherry
coconut
coffee
cottage cheese
cream
cucumber
*flavors - orange
strawberry
butterscotch, etc.
french toast
fried egg
grapefruit
green beans
green pepper
ham
honey
ice cream soda
iced tea
icing
lemon
lemonade
lettuce
lima beans
lime
margarine
mashed potato
mayonnaise
milkshake
mushroom
olive
onion
pickle
pineapple
plum
poached egg
pumpkin
radish
raspberry
salad dressing
sauce
scrambled eggs
spinach
steak
sundae
tangerine
tea
turkey
turnip
waffles
watermelon
*whiskey
*wine

(Continued)

SUPPLEMENTARY LIST (continued)

ADJECTIVES

afraid
* alive
all
angry/mean
any
beautiful
* best
* better
both
colors - pink
purple, etc.
crooked
curly
* cute
dark
* dead
deep
dull
each
* early
empty
* enough
every
* few
first
full
* glad
* great
hard
high
* kind
large
last
* late
less
light
long
low
* many
* most
* much
next
none
number recognition -
1-10
* only
other
* plain
* poor
quick
* rich
right
round
second
* several
shallow
sharp
small
soft
some
sour
square
still
straight
strong
sweet
thin
tired
ugly
warm
weak
well
wrong
young

ADVERBS

* almost
* always
* before
* early
* late
* never
* often
* once
* sometimes
* soon
* then
there

PRONOUNS

it
* our
* their
them
they
* us
we

PREPOSITIONS

* about
across
* after
against
along
among
at
* before
behind
below
beside
by
* during
* for
* from
into
near
off

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SUPPLEMENTARY LIST (continued)

ACTIONS - INTRANSITIVE VERBS

* bowl
* crawl
  dress
* fish
* hum
* nap
* rest
* skate
  stamp
  undress
  whistle

ACTIONS - TRANSITIVE VERBS

  bake
* drive
  pour

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Materials List

Balls, four identical
Balls, four varying in size and color only

Books, four

Bowl, one containing small pieces of candy
Bowl, one containing small bits of cereal

Boxes, four easy-to-open
Boxes, two little individual cereal
Boxes, two big tissue with oval section intact
Boxes, four big tissue with oval section punched out
Boxes, four small shallow containing two, three, four, and five marbles each
Boxes, four small shallow containing one marble each

Cards, six white blank - two with a single identical circle drawn on each; two with a single identical square; two with a single identical star (shapes are drawn in black ink).

Chair, one

Chalk, four pieces

Crayon, one

Eraser, one

Glasses, two little plastic juice
Glasses, four big plastic iced-tea

Hat, one

Magic marker, one water soluble (or masking tape)

Marbles, eighteen

Napkin, one folded

"Not-ball" objects, four, varying in size and color

Objects, five commonly encountered

Paper, one piece

Paper doll, large boy, wearing shirt and hat
Paper doll, large girl, wearing shirt and hat

Pencil, one

Pictures, three of a boy walking, eating, and sleeping, respectively

Materials List (Cont'd)

Pictures, three, of a girl swimming, eating, and sleeping, respectively
Pictures, four simple, of a boy (or four boy paper dolls)
Pictures, four simple, of a girl (or four girl paper dolls)

Plate, one

Room, one with window and door
Room, one with stairs (or hall leading to stairs)

Soap, one bar

Table, one

Tray, one

Toys, four colorful and attractive

Underpants, four wet and four dry

Washcloths, four wet and four dry

Whistle, one shrill

SECTION FIVE

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